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ABSTRACT

This report describes programs and services school boards offer to women employees or women in the community. A special focus is innovative, nontraditional courses and services. The first section discusses offerings for school board staff. An overview of affirmative action/employment equity programs addresses their objectives and describes programs in place in various cities and regions of Canada. Next, focus shifts to the professional development activities aimed at informing, encouraging, and supporting women employees to apply for positions of added responsibility. Programs that address these topics are discussed: leadership potential, interview skills, sex equity, feminism awareness, attitudes, sex stereotypes and sex fairness. The second section considers programs for women in the community. Programs that address five areas of concern are described: changing attitudes; striving to better oneself; courses for teenage and older mothers and child care and parenting programs; joining the work force--reentry and employment programs; and interest courses and resources for women. Names and addresses of resource persons are appended. (YLB)

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ESPECIALLY FOR WOMEN

PROGRAMS AND SERVICES OFFERED BY SCHOOL BOARDS

Canadian Education Association
Association canadienne d'éducation
252 Bloor Street West, Suite 8-200
Toronto, Ontario M5S 1V5

1988

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INTRODUCTION

The school system has been affected by the changing perception of women's role in society since the early 1970s. The social, political, and economic issues raised as traditional male and female roles change have not only altered what is taught to girls and young women in our schools and how it is taught, but have also focused attention on the school board's role in providing needed educational services to women, particularly those considered to be disadvantaged: the illiterate, the undereducated, the unskilled, as well as programs aimed at a specific groups of women: immigrant, native, single mothers, physically disabled, etc.). As well, school boards are implementing Affirmative Action programs for their staff and are providing women in their school system with better opportunities to enhance their professional development and advancement.

At the request of a board member, the Canadian Education Association undertook a brief overview of programs and services school boards offer to women employees or women in the community. Our aim was to look at some of the more innovative, non-traditional courses and services offered to women. Besides such courses as adult basic education, academic upgrading, lifeskills and employment upgrading programs, re-entry courses, and ESL, we asked boards about Affirmative Action programs, child care, leadership training, programs that enable women to learn about various careers and explore their options, professional development, and programs for young mothers. Although we realize that the majority of programs, particularly those dealing with undereducation, are available to both men and women, this overview highlights interesting and innovative programs that are geared to women or that especially benefit them.

Roughly 20% of adult basic education programs in Canada are directly provided by school boards. Some boards, alone or in co-operation with provincial or federal governments or community agencies, provide a course or program to fill the particular educational or training needs of women in their community. The remaining 80% of ABE programs are provided by community colleges, vocational centres, community organizations (such as those involved in literacy) the YM-YWCA, and public libraries. Both the federal and provincial governments have devoted considerable attention to planning co-ordinated approaches to the delivery of language programs for newcomers. Much of the cost of providing this language training is transferred to the provinces by the Department of the Secretary of State and the Employment and Immigration Commission. Provincial governments have also made significant financial contributions and have implemented a wide variety of programs in co-operation with voluntary agencies.

The CEA recognizes that the programs school boards can provide in this area are closely linked to government funding. For example, transition to work and non-traditional occupations programs are highly visible in some provinces that offer funding for them but practically non-existent in those that do not. Some programs are funded on an on-going basis, but others are funded only once or sporadically.

In November 1986, the Canadian Education Association sent out 255 questionnaires to school boards throughout the country. All CEA Information Service Boards were contacted as well as randomly selected school systems in every province and the Northwest Territories. Seventy-two school boards sent back the questionnaire; only 42 described the types of programs we were looking for. These answers, which reflect programs available in school boards during the 1986-87 school year, form the basis of this report.

We are grateful to all the school boards who answered our questionnaire. Although only a limited number of school boards in Canada offer programs and services for women at this time, those that do make quite interesting and innovative ones available. Our aim is to make school boards aware of the programs and services being offered in various parts of the country. Perhaps they will be encouraged to implement one or more of these programs to benefit the women in their community.

Suzanne Tanguay
Information Officer
Canadian Education Association

FOR SCHOOL BOARD STAFF

AFFIRMATIVE ACTION/EMPLOYMENT EQUITY: SOME SCHOOL BOARD PROGRAMS

In the past few years, several boards have hired someone to oversee an Affirmative Action program at the school board or to develop programs and policies of benefit to women. Fifteen responding boards have hired an employee whose title indicated that she/he works specifically for Affirmative Action or women's programs. Generally, though, this function is integrated into the responsibilities of a person who oversees continuing education courses.

Ontario and Quebec's Incentive Funds

Since 1985, the Ontario Ministry of Education has made available to school boards an Affirmative Action Incentive Fund to help them develop and implement an Affirmative Action program for women employees. Under the program, the province reimburses a board for up to 75% of the cost of employing an Affirmative Action co-ordinator to a maximum of $38,000 over a two-year period. Boards that already had Affirmative Action programs were not eligible for the co-ordinator's salary grant. In addition, in any one of the years a board participates in the Incentive Fund Program, it may receive a special one-time grant of $3,000 to cover consulting fees to develop an Affirmative Action plan or other related projects. The Ministry of Education has urged all boards to adopt a formal policy of Affirmative Action for women employees and is asking boards to appoint a senior staff person to develop and co-ordinate a plan identifying goals and timetables for hiring, promoting and training women at all levels of both the teaching and non-teaching staff. School boards also collect and analyze data on the occupation and salary distribution of male and female staff, job competitions, projected vacancies and staff training and development. They submit a report on Affirmative Action for women employees to the Ontario Ministry to form the basis of an annual report.

The Incentive Fund was extended for another three calendar years on January 1, 1987.

In Quebec, Education Minister Claude Ryan announced in February 1987 that the Ministry of Education pledged to spend $1 million over the next three years to give women educators equality. An Affirmative Action program to encourage school boards, CEGEPs and universities to hire more women and offer them better opportunities for advancement has been established. School boards and institutions may apply for government grants of up to $40,000 in order to hire researchers and staff to set up committees to pinpoint discriminatory hiring and advancement practices.

Objectives of an Affirmative Action Program

Fifteen school boards responding to our survey indicated that they have hired an employee who works specifically in Affirmative Action and/or other programs that benefit women especially. Generally, each of these boards has established a list of objectives that they would like their Affirmative Action program to fulfil. Since these objectives are quite similar, the following list indicates the majority of the goals.

This person should:

1) sensitize the board's organization to the position of women, past and present, and to the potential contribution of women in the organization;
2) review the board's employment practices and eliminate any institutional or procedural impediments to the advancement of women within the board;
3) encourage women to set career objectives for themselves and take training courses to meet those objectives;
4) encourage individuals to enter non-traditional occupations;
5) provide positive role models of women in positions of responsibility and discourage the perpetuation of outdated sex-role stereotypes in the educational system and in the curriculum;
6) increase the representation of women in positions of responsibility where under-representation has been identified;.

7) prepare an action plan for implementing employment equity policies and establishing goals and timelines;
8) act as a resource person (with regard to senior administrators) to ensure fair promotion practices;
9) work towards raising and diversifying the occupational distribution of women employed by the board;
10) work co-operatively with other staff to promote and heighten awareness of the concepts of equal opportunity employment and Affirmative Action related policies, procedures and practices used in staffing, curricular materials and management and to ensure that school programs reflect the contemporary roles of men and women;
11) provide professional development and in-service training in employment equity;
12) provide the opportunity for job shadowing to increase candidates' knowledge of positions of additional responsibility;
13) increase employees' interest in preparing and applying for positions of added responsibility;
14) develop a program to assist women with their preparation for selection procedures;
15) develop programs which will be presented in all work locations in order to increase awareness of the concerns confronting women employees of the board;
16) gather and publish statistics pertaining to the employment of men and women in positions of responsibility and related to equal opportunity practices;
17) develop policy and procedures pertaining to the reporting of suspected incidents of sexual harassment and to communicate such procedures to all employees and students;
18) establish and maintain communication with other organizations such as the Human Rights Commission, business, industry, Department/Ministry of Education and other government agencies, etc.;
19) prepare and conduct workshops, seminars and courses to enhance the awareness of students and staff regarding the equal worth of all individuals and occupations;
20) report regularly to the Affirmative Action Committee of the board;
21) eliminate sexual bias in the language of board documents;
22) assist in the recommendation of realistic and measurable goals and timetables, and provide periodic review of progress toward these goals;
23) recommend the allocation of the resources required for materials and personnel in order to develop and communicate an effective Affirmative Action program.

Board Programs

The Ottawa Board of Education has two Affirmative Action Officers assigned to work on equal opportunities for women; one works full-time; the other devotes about 25% of her time to Affirmative Action. Under the general direction of the superintendent of personnel, both employees develop and implement Affirmative Action programs to support the board's commitment to equal opportunity, first officially expressed in 1972. Measures undertaken by the OBE ensure that employment practices do not have an adverse impact on women. A set of strategies has been developed to provide women with the same opportunities and encouragement in the workplace as men; to eliminate job ghettos; to encourage individuals to enter non-traditional occupations; and to increase the number of women in leadership roles.

Affirmative Action seminars are developed and organized for women employees to enable them to acquire the knowledge and develop the skills necessary to consider applying for positions of added responsibility. It is not the intent of the program to make all women feel obligated to pursue a position of added responsibility, rather the program attempts to compensate for different socialization processes and workplace experiences by presenting as many options as possible and allowing people to choose for themselves.

An Affirmative Action lending library has been established for the use of all board employees. The library has books, booklets, and magazine articles relating to such topics as management styles, employment issues, socialization processes, stress and assertiveness. Cassette tapes are also available on loan.

The Frontenac-Lennox and Addington County Roman Catholic Separate School Board (Kingston) has a part-time Affirmative Action Co-ordinator who works 50% of the week on the development and implementation of an Affirmative Action plan in accordance with the board's Affirmative Action policy. Additional responsibilities include the development of an inventory of management and supervisory training courses, organizing in-service workshops for staff, and studying sex role stereotyping in the curriculum and recommending changes.

At the Commisssion scolaire de Chambly (Longueuil), there are two employees responsible for women's programs. One employee works about 60% of her time in this area, the other 25%.

Although there is no administrator at the Vancouver School Board specifically assigned to develop programs

in equal opportunities for women, it is a stated objective of the board, as an equal opportunity employer, that women should be encouraged and assisted in as many ways as possible to avail themselves of advancement opportunities and to apply for positions of authority.

A full-time Employment Equity Officer is on staff at the Sault Ste. Marie Board of Education. The purpose of the Employment Equity Program is to raise and diversify the occupational distribution of women in the school system because there is a lack of women in positions of added responsibility. The program is ongoing but is reviewed annually. Some of the difficulties the program faces are outdated attitudes, and the decreasing number of positions of added responsibility available because of declining enrolment. The solutions to these difficulties are awareness sessions to enlighten attitudes and an aggressive marketing compaign to maintain enrolment.

At the Windsor Roman Catholic School Board, a full-time employee works as an Affirmative Action Co-ordinator part-time (50%). The Commission des écoles catholiques de Québec also has a full-time employee responsible for developing and implementing action plans for equal opportunities for women and on issues of concern to them. This person was seconded from a high school for six months to assess the situation of women employees at the board, and analyze enrolments, employees, perceptions and the impact of administrative policies and practices; and to establish a plan of action to ensure that women are represented in the various employment categories.

At the Kent County Board of Education (Chatham, Ont.), a full-time Employment Equity Resource Person co-ordinates activities which foster accountable and sound employer-employee relations in the context of equal opportunity. The purpose of the Affirmative Action/ Employment Equity program is to provide support for women with leadership potential. The other aspect of the program is to provide a level of awareness which will encourage all staff to revise their thoughts on stereotyping. Career awareness workshops at the secondary level are also held for students to help them deal with the changing roles of men and women and provide strategies to encourage girls to remain in math and science.

The Northumberland and Newcastle Board of Education (Cobourg, Ontario) has a part-time (50% of time) Affirmative Action Consultant. At the Scarborough Board of Education, a full-time Leadership Development Officer and Women's Advisor works to develop the leadership potential of employees within the system through seminars, workshops and conferences, and to foster changes in attitudes towards female employees to reflect the changing values of our society with respect to women in the workplace.

Simcoe County's Committee

The Simcoe County Board of Education (Barrie) struck an Affirmative Action Committee in the spring of 1985, with the help of an Ontario Ministry of Education grant. The committee formulates and recommends to the board policy and implementation strategies to address the concerns of all employees. Representatives from each employee group presented their concerns and, following discussions, priorities for the board were outlined. Based on the dialogue generated through these presentations, one of the resultant changes was the revision of the selection process for principals and vice-principals. The formation of the Affirmative Action Committee and the discussion of employee concerns has stimulated awareness of issues that affect women within all employee groups.

The Affirmative Action program consists of activities designed to establish, realize and monitor equal employment opportunities for women. This includes equal pay for work of equal value, equal opportunity for advancement, and appointment to positions of responsibility and authority without discrimination. Through awareness, leadership, professional development, data collecting and policy setting, the board attempts to set realistic goals and targets to increase the number of women in areas where they are under- represented, based on the availability of female candidates and job positions. This program also encourages women to develop the professional skills needed for advancement and for moving into non-traditional occupations. The board hopes that this will ensure that qualified women have the same promotion opportunities as men. This ongoing program began in September 1986 and is funded by the Ministry of Education and the Simcoe County Board of Education. An Affirmative Action Co-ordinator has been seconded from the teaching staff to work part-time (50%) in this area.

Full-time Co-ordinator

The Carleton Board of Education's full-time Affirmative Action Co-ordinator has been seconded from the elementary panel for a three-year term. Her overall responsibility is to develop and monitor programs to support equal opportunity.

At the Commission scolaire régionale Louis-Frechette (Lévis), which has an extensive program of activities and resource materials for women, there is a full-time employee responsible for women's issues. She devotes her time to preparing publications on this issue, preparing work plans for the year, working with counsellors, verifying and correcting course materials when they show discrimination, holding workshops and organizing other activities.

At the Metropolitan Separate School Board (Toronto), a principal has been seconded to work as a full-time Affirmative Action Supervisor. The board's Affirmative Action program has been designed to encourage women to reach their full potential without limitations due to stereotypical attitudes and behaviour. Its action plan focuses on, updates and monitors curriculum materials; establishes, realizes and monitors equal opportunities for all men and women; and raises the staff's consciousness about the impact that their attitudes and behaviour have on the development potential of staff and students. Although this ongoing program has been developed primarily for women employees, on occasion requests are made for presentations to parents or other community groups and representation and input has been sought from racial minorities and the handicapped.

The issue of day care is currently being studied in depth. The Women's Administrative Network has been established at the Catholic Education Centre through the initiative of a group of women employees. As others gained in confidence and administrative experience, similar networks have sprung up throughout the system. They are supported and assisted through the Affirmative Action Department but the main impetus has come from the women themselves.

Besides the Affirmative Action Department, the board also has an Affirmative Action Committee. Its role is to encourage leadership, growth and support for the board's Affirmative Action policy; to maintain liaison and communication at all times with the Affirmative Action Supervisor; to provide the Affirmative Action Supervisor with feedback and input in the areas of professional development, employment opportunities and program monitoring; to assist, when necessary, in the design implementation of the Affirmative Action Plan; and to act, when necessary, as the communications vehicle on matters relevant to the Affirmative Action plan, by both receiving and disseminating appropriate materials.

The Calgary Board of Education has a full-time Co-ordinator of Personal Development Programs who is assigned to develop and implement programs on a credit-free basis for women. The Board of Education for the City of York has an Affirmative Action Officer who has been seconded from the teaching staff to work full-time in this area.

Since September 1986, The Board of Education for the City of Hamilton has a full-time Affirmative Action Co-ordinator. Responsibilities include undertaking basic research and gathering statistics to create a comprehensive work force profile, examining operating policies and procedures, designing an Affirmative Action plan to achieve equal opportunity and working towards its implementation.

Status of Women

The North York Board of Education (Toronto) has on staff a full-time consultant for Affirmative Action/ Status of Women who administers board and administrative policy relative to Affirmative Action. She prepares an annual Affirmative Action report to the board, monitors organizational practices and recommends appropriate changes to eliminate systemic discrimination, participates on all committees that review or establish selection or hiring procedures, assists schools and administrative departments in implementating positive action plans, implements policy and procedures to deal with discrimination, sexual harassment and non-sexist communications, and offers workshops as outlined by board policy on sexual harassment and non-sexist communications.

Her duties also include sponsoring regular meetings for women holding administrative positions in North York. For example, the Affirmative Action office, in co-operation with the teachers' federation and women's groups in the North York Board of Education, sponsor an annual professional development day. In February 1987, for example, the theme was *Women and Choices: The Delicate Balance*. Offered were presentations and workshops on: managing stress; time management; women in the corporate world; battered women: women and children and the shelter experience; pay equity; conflict resolution; and aging parents.

The consultant also alerts the assistant director and the director to concerns about the implementation of board policy, responds to new board initiatives, initiates appropriate Affirmative Action programs for employees, continues to provide counselling formally and informally for staff, and participates in the Ontario Women's Directorate/Ministry of Education Inter-Board Network. She also acts in liaison with the Consultant, Equity in the Curriculum, to support programs for students by continuing individual classroom visits, assisting in providing student conferences or other events and supporting special programs for elementary students.

The board also has a Staff Development Program Leader who offers teaching staff a number of beneficial and

popular professional development opportunities in leadership training, conflict management, process consultation, assertive communication, and Myers-Briggs personality tests. These courses are open to men and women and both groups find them very useful in upgrading qualifications for promotion as well as enhancing their human relations skills.

PROFESSIONAL DEVELOPMENT : INFORMING AND SUPPORTING EMPLOYEES

Hand-in hand with Affirmative Action programs are professional development activities aimed at informing, encouraging and supporting women employees to apply for positions of added responsibility. For example, The Board of Education for the City of Hamilton offers a *Leadership Training* course for its teaching staff. It covers topics such as leadership styles, communication, school law, school organization, the Hamilton system, curriculum, and teacher supervision. Thirty participants are chosen from among applicants and are equally balanced between male and female and elementary and secondary teachers as much as possible. The course is particularly valuable in ensuring opportunities for both women and men to develop their leadership and human relations skills in order to enhance their promotion opportunities. Many of the participants have been selected for vice-principal and principal positions. The course is offered twice a year for approximately 13 sessions, several in a "retreat" atmosphere. The cost is $100 per participant; this fee covers the primary costs of the course's operation; any additional costs are borne by the board.

As well, a *Process Consultation* program is jointly sponsored by the Hamilton Board of Education and the Halton Board of Education (Burlington). This program for teaching staff is two years in length and is designed to develop the skills that people need to help others solve problems, do long range planning, team building, and run meetings. It focuses on the processes and strategies required for people to work together. Considerable reading and preparation must be done by the participants who meet together approximately 12 times per year at various board offices and off-site locations. The course trains a group of leaders who then are able to return to their schools or offices and work with other staff in developing appropriate procedures and processes to solve problems. It has had a positive effect within the boards as more attention is paid to the way various processes work within the system. Offered every two years, the program's cost is $300 which covers primarily expenses; any other costs are borne by the two boards.

Leadership Potential

The purpose of the Scarborough Board's *Equal Opportunity Through Affirmative Action Program* is to encourage women to become qualified for and apply for leadership roles and positions in the system. Initiated in 1982, the program was solely funded by the board until 1985 when the Ontario Ministry of Education began providing incentive funding for selected projects. The program includes training for women employees on such topics as career planning, résumé writing, computer literacy, public relations skills, supervisory skills, communications and leadership style, and promotion preparation seminars. As well, conferences such as *Equal Opportunity -A Model for the Future* are offered to all employees. Board employees with knowledge and expertise present workshops and lead group sessions. Data collection and monitoring of results is an ongoing responsibility. Programs are held in the board's Education Centre when space is available, and at hotels, training centres and schools at no cost to participants. Some programs are offered during the day and supply staff is provided.

As the percentage of women employees applying for promotions increases, so does the percentage of women assuming these positions. In schools, the role models for female students are extremely important. The board therefore feels it is vital that all school systems develop, articulate and communicate important policies relating to women. They must also support women once they are promoted and this be can achieved through an Affirmative Action plan.

Interview Skills

An Interview Skills Workshop at the Windsor Roman Catholic School Board (Ontario) prepares future candidates for an interview for a position of added responsibility. The workshop was implemented because it was felt

that one of the reasons women hesitated in applying for such positions was their perception that they were poorly prepared for this process. Few women are currently available as role models or mentors, therefore such a course is valuable to women. The focus of this course is on women although any other candidates who choose to enrol are welcome.

Participants learn • Some interview do's and don'ts • How to respond to legal or inappropriate questions • How to dress for interview success • How to translate current skills into administrative skills during an interrogation interview • How to survive an interrogation interview • How to respond to typical interview questions • How to sell yourself most effectively so that you turn your interview into a promotion. During the workshop, participants are video-taped in a simulated interview, and an opportunity for discussing the interview is provided.

The workshop prepares candidates to perform effectively in stressful situations such as interviews and encourages women to become more assertive. It enables the board to interview qualified candidates with well- developed leadership skills. Even if not selected, these candidates are an asset to any school.

Course Subsidization

Women employees at the Northumberland and Newcastle Board of Education (Cobourg, Ontario) demonstrate a wide variety of interests and awareness levels with regard to Affirmative Action issues. Although the board has an Affirmative Action plan that includes training and development for women employees, it found it difficult to find one or two sessions or topics that met the needs of most individuals. So the board designed the *Seminar/Course Subsidization Fund Program* particularly for non-teaching employees. Applicants may apply for funding or subsidization for seminars and courses offered by community colleges, post-secondary institutions, consulting firms and any other reliable source. Seminars and courses on the following topics are likely to be considered suitable for funding : 1) Women's role in the workforce; 2) Career planning and/or development; 3) Personal growth and professionalism; 4) Confidence and/or image building; 5) Skill development; 6) Changing societal roles for men and women ; and 7) Outgrowing old stereotypes.

Courses or seminars which would directly influence salary via category placement are not acceptable. Priority is first given to courses as opposed to seminars and there is a limit of $250 per employee. Applications are considered in the order received by a committee consisting of a trustee, a teacher and a consultant. The program, which is funded by the board and administered by a sub-committee of the board's Affirmative Action Committee, will operate until its $3,500 budget has been spent. Through the up-grading of board employees, the program helps to provide better role models for all students. As well, the employees feel included in Affirmative Action activities.

At Yellowknife Education District No. 1, professional development funds that contribute to the costs of courses and conferences are also available for teachers and teacher aides.

Network Group

The *Network Group* at the Frontenac-Lennox and Addington County Roman Catholic Separate School Board (Kingston) was formed by a group of employees and is an indirect spin-off of the Affirmative Action program. It is an informal network of board staff, open to all, but it appeals most to women who are concerned and interested in employment equity issues. At no cost to them, staff members meet and talk, hold workshops, and listen to guest speakers periodically throughout the year at various board locations. There is no formal structure and it is not a decision - making body of any kind, which makes it unique and innovative.

This network provides an opportunity for women to meet and discuss equality issues. Indirectly, it gives the school system a forum to discuss these issues, thus creating a more open school environment for the students. The Affirmative Action Co-ordinator suggests that if other boards are interested in such a program, they should also create an open and informal group to ensure maximum discussion and involvement.

Sex Equity

Professional development activities for academic staff in sex equity and race and ethnic equity are offered at the North York Board of Education in a staff meeting setting at all levels of the school. Some of the topics examined are girls and the math and science anxiety, girls and technology, and explicit and implicit sex role stereotyping in the curriculum.

As well, the North York Board's Staff Development Unit, which consists of a co-ordinator and two consultants, responds to requests from women employees within the board for presentations on such topics as dual career management; the androgynous manager, assertiveness, and women working for and with women. The presentations are tailor-made for a particular audience and involve the participants fully.

The frequency of such presentations is based on need; usually they are offered once or twice a term. The program is financed by the board and supported on some occasions by in-house professional associations. There is no cost to the participants; however, a small fee may be charged if food is provided.

The Scarborough Board of Education is also involved in professional development activities for its staff and in February 1987 organized workshops for secretarial/clerical/audio visual staff as well as for teacher aides. Among the topics offered were : • Goal Setting; • Pathways to Excellence in Personal and Career Life; • Effective Interpersonal Communications; • Power and Influence; • Pay Equity; • Money Management; • Finding the Balance: Career and Personal Life; and • Conflict Management.

Cassette Lending

A professional development audio tape cassette lending service at the Northumberland and Newcastle Board of Education (Cobourg) provides professional up-grading for all board employees who find it difficult to travel to seminars or take time from their schedules to attend professional development activities. The board loans at no cost to its employees audio cassette tapes. The tapes available include *Image and Self Projection for Professional Women*, which teaches self-presentation skills that improve one's credibility, ways to gain responsibility and visibility, techniques for building your personal power with others, proven approaches to working effectively with men, and a step-by-step blueprint for standing up to conflict. *The Superwoman Syndrome* tape includes twelve revealing and informative cassette sessions that can turn one's life around. "Are you a superwoman? ," " What is the superwoman syndrome?," "Relationships and stress," " Keys to a good relationship," " Motherhood and raising happy kids," "Who is important and essential in your life?," "Time management," "Managing housework," and " Playing the work game and changing it too." *Power Communication Skills for Professional Women* consists of motivating and influencing, dealing with conflict and confrontation, and handling tough people and tough situations. *The New Time Management* outlines new ways to set clear objectives and handle priorities, how to conduct efficient meetings, handle interruptions and get more pleasure from personal time. *Success Self-programming* helps women to create new mental patterns to enable them to succeed and gives eight specific techniques that create success. *How to Get Results with People* teaches women about dealing with conflict and criticism, projecting more authority and power, building rapport, and listening skills, so others will talk. The tapes are purchased through the Affirmative Action Program and are funded by the school board. This service is convenient for employees, costs little, and has potentially great individual benefits.

Furthermore, the Northumberland and Newcastle Board of Education sponsors an In-house Seminar Program to provide appropriate training and development for women employees to address specific problems and barriers that interfere with the goals of Affirmative Action. Depending on the topic, the seminars are aimed at various employee groups but often they are open to all board employees. The program is ongoing throughout the school year and the cost is minimal ($4 and under or free). The program was implemented by the Affirmative Action Consultant and is funded by the board. The consultant contracts with outside speakers for their services. The seminars provide a good opportunity for employees to share concerns and network. The board suggests that the sharing of evaluations between boards would help boards select the most appropriate speakers.

Awareness in the Montreal School System

The Conseil scolaire de l'île de Montréal sponsors a seminar program aimed at making women employees in the Montreal Island school system more aware of the issues that face them. Following a study by the Quebec Ministry of Education's Conseil supérieur de l'Éducation that indicated a reduction in the number of women administrators, the Conseil decided to examine the situation in Montreal.

The program, called *Women in the Montreal School System*, consists of an annual seminar or study session in which participants can talk with women who are in positions of added responsibility or who are in charge of feminist activities. It is aimed at all women working in the Montreal Island school system whether at the administrative, professional, teaching or support level. All school boards in the Montreal Island School Council take part.

The assistant director general of the School Council is responsible for the program and is helped by a representative of each school board and a team from the Council. The seminar is held from about 5:30 p.m. to 9:00 p.m. one evening per year and includes a dinner. The meal as well as the speakers' fees are paid for by the School Council.

These conferences, which began in 1985, bring together anglophone and francophone women as well as those from other ethnic groups working in education. In addition to making them more aware of the role of women in education and supporting them, the meeting provides an opportunity to promote strategies that encourage women to make sound and valuable career moves. The program has also spurred the creation of networking groups in the school boards that encourage positive attitudes in students. A conference on women and health was held in March 1987.

Speakers Series

The Affirmative Action departments of the Windsor Roman Catholic School Board and the Essex County Roman Catholic School Board in Ontario sponsor a *Women in Education Network Speaker Series*. The program was initiated in September 1986 to provide a forum for discussing issues that concern all women employees of the Windsor and Essex County Catholic school boards (teachers, teacher aides, teaching assistants, secretaries, clerical workers, business, accounting and administrative personnel). A series of monthly seminars are organized for women on topics such as self-defeating attitudes, management skills, women and the law, pay equity, financial planning, women in advertising, school administration, and humour and the workplace.

The seminars are held the last Wednesday of each month at a local restaurant; the women arrive between 4:30-5:00 p.m., the speaker talks between 5:00-6:15 p.m. and the women have the option of staying for dinner. The only cost to participants is for dinner and beverages. The boards pay for the speakers and any costs incurred by them. All speakers have indicated that a gift is the only fee required (approximately $50 to $60 value). Although the provision of child care has not been requested so far, high school students can be available to provide child care at a nearby school if necessary.

The seminars provide a forum during which problems related to women's struggle to achieve their career aspirations can be discussed. They provide an opportunity for networking and appear to motivate and boost morale for participants. The difficulty lies in ensuring that the seminars are brought to the attention of all female employeees. It is hoped that these seminars will motivate women to become qualified for positions of added responsibility and that they will apply for those positions.

Attitudes

A Career and Attitudes Committee at the Commission scolaire du Sault-Saint-Louis (Montreal) aims at emphasizing activities that cause those involved to reflect on their attitudes and behaviour concerning women in education. For employees of the board, this means becoming conscious of their attitudes at work, of their behaviour, of their stereotypes, and making the administrators involved in selection committees sensitive to equal opportunity. For students this means causing them to examine their attitudes, behaviour and stereotypes and promoting non-traditional occupations. The committee also aims at making employees who work directly with children (counsellors, psychologists, teachers, school administrators) aware that they play a significant role in the attitudes and behaviour of their students.

The committee is composed of six women: one elementary teacher, one secondary teacher, one secondary school vice-principal, one secondary principal, one non-teaching professional, and one elementary principal as well as three men: two board administrators and one elementary school principal.

The group is responsible for a number of activities. In October 1986 a professional development day was held to enable teachers, non-teaching professionals, administrators and superintendents to reflect on their careers and to perhaps take necessary steps to increase personal and professional growth. Workshops were held on such topics as planning a career, motivating staff, reducing stress and energizing yourself while you work. Two information pamphlets were sent out to the workplace of possible participants, one described the activities to be held while the second mentioned the objectives of the committee.

The committee sought support from school principals, board administrators and various employee unions. The school board provided an operating budget to the committee and no fees were charged to those who participated in the professional development day.

This professional development day was a first at Sault-Saint-Louis. The organizers received many positive comments asking that this type of activity be held again and the committee hopes that it will be possible to offer it to board

employees at least once a year. Through a survey, the board plans to find topics that interest women as well as employees in general regarding career and sexist attitudes.

Sexist Stereotypes

At the Commission scolaire du Sault-Saint-Louis, the Career and Attitudes Committee's objectives is to eliminate sexist attitudes in students. The guidebook *Pareille, pas pareils*, produced by the Quebec Ministry of Education, aims at sensitizing and supporting employees who seek to provide an equal education to girls and boys from birth to 6 years of age. It stresses the values of respect, uniqueness, and diversity in a child's development, particularly the equality of girls and boys. The guidebook is relevant to nursery school teachers, elementary school teachers, school committees, parents' groups, and those responsible for preschool education or child care.

Today, sexist stereotypes still remain and persist in our attitudes and behaviour. They have the effect of limiting the activities and aspirations of women as well as those of men. They are barriers that we impose often unconsciously on the development of girls and boys from birth. Although ultimately aimed at children, the committee works through adults who have their own values and personal expectations, based largely on the education they have received.

At first, a two-day training session is provided to preschool female teachers at no charge. Through activities, these teachers reflect on their own attitudes and experiences and make the necessary changes in order to display non-sexist attitudes with children. The training is provided during two professional development days and the board hopes to be able to continue the program for older elementary students.

Promoting Women

The Lakeshore School Board in Montreal has established an Affirmative Action Committee to support and encourage hiring and promotion practices within the board that ensure equality of opportunity for all employees. The initial concern is to encourage the growth in representation of women in positions of responsibility within the board. The committee was established because 50% of the board's administration will be retiring within the next five years and the Council of Commissioners wanted the committee to investigate why there were so few female administrators. One commissioner, one senior administrator, and one representative of each employee union form the committee.

Its activities include monitoring hiring and promotions, organizing career/life planning and personal/professional development workshops for female employees and students, and working with a regional committee.

The Affirmative Action Committee is unique in that it was one of the first of its kind in Quebec and is very active. Since its inception, the workshops organized have been so popular that registrants have been turned away. Seven of the last eleven promotions have been to women. A multi-session personal/professional development program has been organized for support staff. The committee is now just beginning to focus its energies on activities for female students in secondary schools.

Eliminating Discrimination

The Affirmative Action Program at the Frontenac-Lennox and Addington County Roman Catholic Separate School Board (Kingston) includes workshops, meetings, information sessions, establishing a specific board policy on Affirmative Action and examining board policy in general for equality related issues.

The program thus far involes a four stage Affirmative Action plan. The plan identifies the issues, develops an approach, implements the plan, and monitors and evaluates the results. A revision of employment practices has been initiated and employment equity related workshops are being held. The services are primarily offered at the board but the co-ordinator also travels to the schools and resource centres as required.

This type of program is aimed at helping to eliminate systemic discrimination and at enabling women to have an equal opportunity for all jobs. By making staff aware of the essential qualifications for all jobs they can better prepare themselves for positions of greater responsibility. This program also has an impact on students by creating a non-sexist teaching environment. The effects are enhanced by the Affirmative Action Committee which includes members not employed by the board (for example, parents, students, and members of religious communities). The board suggests that any program of this sort have an advisory committee so it can be truly representative.

Job Shadowing

The *Job Shadowing Program* at the Carleton Board of Education (Ottawa) offers women the opportunity to have first-hand experience with managerial positions. All employees who are considering applying for a position of added responsibility (assistant department head, department head, vice-principal, principal, supervisory officer) or for a managerial position, may apply to shadow an individual in such a position for the equivalent of four full days during an eight-week period. The "shadow" observes, interacts, and works with the leader in all job-related activities during the times mutually selected. Ten employees were selected as candidates for the 1987 program.

The Carleton Board based their job-shadowing program on the model used by the Windsor Board of Education and it was first offered in January 1987. There is no cost to the candidate other than transportation to the leader's place of work. The program is financed by the Affirmative Action Office budget.

The Northumberland and Newcastle Board of Educations's *Job Shadowing Program* gives selected teachers who may be interested in or aspire to positions of added responsibility some first-hand practical experience. It helps individuals to prepare for a future position of added responsibility, as well as expand his or her knowledge about the position shadowed. This program provides teachers (shadows) with release time in the form of supply teachers, so that they may observe and work with individuals in positions of added responsibility (leaders). Individuals who do not require supply teachers can also be involved in this project. Leaders benefit from the program by refining their leadership skills, re-examining what they do, how they do it, and why they do it in order to best teach their shadow about the job. They can accrue the same benefits as an associate teacher would in working with a student teacher.

The job shadowing program is funded 100% by the board and was implemented to increase the number of women qualified to apply for vice-principal and principal positions. The target group for the project are women teachers although all members of the teaching staff may apply. This includes those in the schools and teachers in consulting and resource roles. Individuals in positions of added responsibility who have volunteered to be leaders may also wish to be shadows. Positions shadowed may be one or two levels beyond one's present position, e.g., a teacher may shadow a vice-principal, consultant, or principal. A principal may shadow a superintendent of instruction or the chief superintendent.

Supply teachers are provided either for a half-day a week for eight weeks or one day a week for four weeks, or any other suitable time arrangement agreed upon by the shadow and leader up to the equivalent of four full teaching days. Shadows are required to attend any and all meetings which fall outside normal school hours on these dates. For those requiring supply teachers, spaces are allocated to each panel based on the number of teachers in each panel. In 1986, 12 places for women were allocated. (A limited number of positions for men may be made available.) For those not requiring supply teachers, 12 spaces for women and four for men were available.

For those requiring supply teachers, the criteria for selecting shadow candidates are a university degree and demonstrated interest in the tasks associated with a position of added responsibility. If there are more applicants than positions available, those holding M.A.'s or principal's qualifications are chosen first. Individuals who do not currently hold these qualifications, but who are interested in the program are encouraged to apply. For those applicants who do not require supply teachers, first consideration is given to applicants who have never held a principal's position; principals are considered next. Shadows and leaders are matched according to the specific interests of the shadow and areas of interest and expertise of the leader based on application form information.

Employee Exchange

Thepurpose of the Northumberland and Newcastle Board of Education's (Cobourg) voluntary employee exchange is to extend and maintain the interests of employees in the various operations of the system, provide variety and stimulation through job interests and challenges, and provide the opportunity to learn new skills and improve lateral mobility in the school system. This opportunity is available to all administrative and educational support staff employed by the board. The usual period of exchange is one year and the minimum length is three months; the length is determined by the parties involved and their immediate supervisor. All requested exchanges are individually assessed for suitability. The appropriate supervisor is consulted about the potential exchange and the final decision rests with the superintendent of business or the superintendent of instruction (personnel). Each supervisor involved is concerned with encouraging and training employees. The exchange has no effect on an employee's rate of pay. The exchange is offered on an on-going basis and there is no cost to the participants other than possible increased commuting costs. The program is funded by the board through the Affirmative Action program.

FOR WOMEN IN THE COMMUNITY

CHANGING ATTITUDES: EXAMINING WHO WE ARE AND WHAT WE WANT

A number of school boards offer courses that enable women to reflect on their lives, their aspirations, their roles, their behaviour and attitudes. These courses support and encourage women to make changes and decisions or to feel satisfied with the choices they have made, whether it be going back to school, becoming more assertive, becoming more independent, returning to the work force or choosing to stay at home with young children. Courses such as the one offered by the Commission des écoles catholiques de Montréal help women to decide what choices are best for them in a society where there are many opportunities available to women but, as well, many expectations placed upon them.

The program *Se Reconnaitre comme femme (To Know Ourselves as Women)* is entirely oriented towards the growth and development of women and was created and tested by women. It was implemented at the Commission des écoles catholiques de Montréal because women wanted a course to help them better integrate their family and professional roles and they clearly voiced the specific training needs that were not covered by any of the other board programs. As well, women felt it was important to develop their own resources. The program is aimed at women with different backgrounds: women at home, women in the workforce, women from disadvantaged areas and single parents.

This program puts the emphasis on a woman's identity. It offers her a vision of herself that includes the total sum of several identities (as a person, as a parent, as a woman, as a member of society, as a member of a certain culture, and as a worker). This course has the highest enrolment of courses of this type and succeeds in serving the needs of women from all social conditions. As well, it has a high success rate for getting women to go back to school. It is the program that is the most systematically evaluated and whose evaluations reveal the most positive and lasting results. It succeeds in making the synthesis between being a mother and being a women in the work force.

This program is offered twice a year but a group can also request it at any time. The registration fee is $5 for every 15 hours of training; the course is available free of charge if the person is unable to pay. It is offered in the most convenient locations for women; for example, in the schools where their children attend day care and in their workplace.

The Quebec Ministry of Education provides a grant for the program and the school board is responsible for the operation and administration of the course but works in co-operation with many community and social organizations. A team of resource persons ensures the program's development.

The advantages of the program are its effectiveness, the impact of its results and their longevity, its huge popularity with women, and its low cost. The program brings concrete solutions to the issue of the promotion of women to leadership positions and offers a positive synthesis of women's professional and family roles. One problem is that the program is still misunderstood by some administrators. Systematic research has demonstrated a very positive and profound impact on participants; even five years after the course, its effects are still felt. Parents who have participated in the course are also more willing to get involved in school committees and activities.

School boards interested in offering a similar course should choose the resource persons carefully from within the women leaders in the community, entrust the program to a small team of women, and ensure that this team seeks to continually improve the program. They may wish to contact the CECM for information and advice; the CECM team has offered training sessions to resource persons from other boards in the past.

Women's Resource Team

The Commission des écoles catholiques de Montréal's *Women's Resource Team* was created because these women wanted to join together in a spirit of solidarity and help each other in adult education work. These women believed that by working together they would arrive at more in-depth research and better quality work. They feel that this solidarity and team spirit will lead them towards bigger and broader social action. About 30 women form this team; they are all group leaders for the program "To Know Ourselves as Women." Because of the complexity and the seriousness of the questions with which they were faced as group leaders, and the tensions that they felt, they believed team work was necessary. The team brings a new way of posing social questions and of seeking contact with the general population.

The team provides some assistance and is a link to more than 500 services in the region of Montreal as well as throughout Quebec and other parts of Canada. There are also smaller teams of four to seven women who focus and work on specific issues such as parents of children under six years old, community leaders, parent-child relations, new family realities (single parents), parents of teenagers, and parents as educators of their child's sexuality.

The women's team has shown much creativity in producing programs, courses and new services but its biggest accomplishment is the existence of the team itself—in the world of adult education, this team represents a unique and exceptional contribution from women. The team has succeeded for 15 years in presenting continuing education programs. It helps women discover resources in themselves to go beyond traditional roles. The team has received honours and recognition from government ministries, community organizations and business and industry.

The team works throughout the school year and some members may participate in as many as 30 meetings a year. High eligibility standards have been established for members of the team: 1) the woman must already be a leader, 2) she must have already proven her commitment to community work, 3) she must be a parent since the team works with families, 4) she must accept working in a team, 5) she must consider herself in a position where one is continually learning and where one seeks to improve and enhance programs and services, and 6) she must know how to listen.

This team is funded solely by the Quebec Ministry of Education. The school board is responsible for the administration and operation of some of the team's activities but the team itself assumes the responsibilities for the other part — members must thus accept to do volunteer work. The school board provides an assistant director and a co-ordinator who work part-time with the team. One of the main problems the team faces is financial.

School boards interested in forming such a team should recruit women who have already demonstrated their leadership and commitment to the community and should provide the financial resources to adequately support its formation. School boards are welcome to contact the team at the CECM for initiation sessions and sharing information.

Superwoman Syndrome

As more women embark upon careers, they find they still carry all the traditional roles of wife and mother. The Superwoman Syndrome course offered by the Vancouver School Board is aimed at adult women who are juggling many roles and responsibilities and trying to handle them all perfectly — they are feeling the stresses and strains that result from trying to be everything to everybody and losing sight of who they really are. Women trapped in the superwoman syndrome have the opportunity to share experiences with other women and work on practical solutions. The program is offered periodically at a secondary school and is entirely funded by a student fee.

Changing Roles

New Start is a unique guidance program offered by the Commission scolaire de Chicoutimi for women who are 30 years old and older and who need to reassess and re-orient their lives. The program is 45 hours long and in those hours the participants get to know themselves, their potential, their tastes, and their needs. This assessment provides them with the necessary information to eventually undertake a "new start" by going back to school or getting a job and helps participants to look at their work in the home and in the community through new eyes. The most important benefits for the participants are that it triggers a reassesment and re-evaluation of their lives; it enables participants to take charge of their personal development and often stimulates a desire for community service involvement.

This course was offered in 1986-87 to five groups of 18 women; three in urban areas and two in rural areas. The registration fee is $30 for 45 hours. The course is offered in adult education centres and in other facilities accessible to women. The board funds about two-thirds of the program, is responsible for its administration and also provides a part-time resource person who co-ordinates the program. The remaining amount is funded by the YWCA. This program is considered an obligatory prerequisite for the Transition to Work and the Non-Traditional Occupations programs.

The Changing Roles of Men and Women is a free seminar program offered by the North York Board of Education aimed at adult students most of whom are immigrant women. The seminars are held in secondary schools or community centres and are sponsored by the school in conjunction with the Affirmative Action/Status of Women's Office and the Equity in the Curriculum Office. The role of the consultant in the Equity in the Curriculum Office is to act as a facilitator in workshops that focus on equity as an important concept in the changing roles of men and women; discrimination in the workplace based on sex, race or ethnicity; and information on training for non-traditional careers. The organizers at the school level also use speakers from a variety of community agencies and organizations.

The *Women in Transition* program offered by River East School Division No. 9 (Winnipeg) gives women an opportunity to examine and learn how to cope with changing roles (often competing or seemingly competing) that society has ascribed to them. The mandate is to identify emerging learning needs and to assist persons in resolving them. It is designed for women who have chosen to be at home because of family commitments and its purpose is to provide information and support on such themes as self-esteem, assertiveness, dealing with negative feelings, non-sexist child rearing and violence in the family. Child care may be provided at a nominal cost. Participants take turns in hosting the course in their own homes.

The course is offered sporadically, subject to availability of funds. Since it is in its early stages, the program is not popular enough to attract sufficient numbers to make it self-supporting. The course is financed as follows: 34% by the school division, in that it provides the administrative infrastructure; 33% by the registration fees; and 33% by Manitoba Education, Post-Secondary, Adult and Continuing Education Division, through a New Initiatives grant.

The course has provided a countervailing balance to the practice of meeting only, or primarily, those needs which are related to immediate vocational aspirations.

Understanding Ourselves

The *Condition féminine* program offered by the Commission scolaire régionale Louis-Fréchette (Lévis) enables women to explore their feelings, behaviour and situation and to be more comfortable with themselves and with others. In 1986-87, the activities revolved around four themes: psychology, health, money and self-defense. The objectives of these activities are to demand equality in everything, develop a new vision of one's love life, be oneself, be respected and have one's opinions respected, learn about oneself, develop self-confidence and self-esteem, and denounce the inequalities that women experience.

In the psychology component, three courses are offered that generally reflect on questions such as" Developing self-confidence, becoming assertive, expanding one's horizons, becoming independent: What does this means for women? How does one become self-confident when our daily activities seem to be insignificant? How does one become assertive when you are isolated and have few means available? When we feel less alone, we gain self-confidence and we learn that the causes of some situations are often social and we lose our guilt feelings." Three courses are offered in the psychology component and cost $25 each 1) Being a Woman and Knowing Yourself, 2) One More Step Towards Independence, and 3) Learning to Live for Yourself.

The health component explores the fact that women consume a great deal of medication and that often their living conditions are a source of illness (isolation, depression). Two courses are offered: Alternative Medicine and Relaxation, and Menopause. As well, to help women face up to their fear of violence and to teach them how to defend themselves, the board offers three courses on self-defense. Courses related to money and finances are also offered : achieving financial independence, returning to school or to work, business partnerships (wife-husband) and the psychology of the couple in business together.

STRIVING TO BETTER OURSELVES: EDUCATION PROGRAMS

A wide array of educational programs are provided by school boards to deal with under-education. They provide basic skills, prepare learners for employment, provide opportunities for self-improvement, and provide academic prerequisities for further education or job training.

Basic literacy courses focus on reading and numeracy skills. These courses are intended as equivalent to the early grades of elementary school.
Remedial and re-entry courses are for adults who have lost confidence because of deficient or rusty skills.
English or French as a Second Language programs are directed at new Canadians.
Life skills programs focus on a broader range of skills including social, employment, and coping skills and are often an adjunct to basic literacy programs.

Academic upgrading programs enable adults to obtain prerequisites to enter further education and employment.
Employment upgrading programs enable adults to improve their employability.

Literacy

The reading and writing program at the Commission scolaire Sainte-Croix (Montreal) helps women improve their reading and writing skills in order to better express themselves and to take charge of their lives. The content of the course includes improving one's concentration and memory, getting more from reading, taking notes, making a résumé, working in a group, writing an opinion letter, organizing one's thoughts about readings and being able to speak about them, and expressing oneself better.

The course was developed in large part from the needs expressed by women and is carried out for local organizations by the school board in its adult education centre. The board charges $210 to the organizations for a group of 12 to 15 persons.

The adult literacy program at the Frontenac-Lennox and Addington Roman Catholic Separate School Board (Kingston) helps alleviate the adult literacy problem. The innovative aspects of this course are its development and implementation. Although not exclusively designed for women, the program organizers, when canvassing the Catholic community, paid particular attention to the needs of various groups and homes for women in the area to ascertain the exact needs of these groups regarding adult literacy. One of the results is that teachers go out to the students rather than having students come to board facilities. This way, transportation is not a problem for the women.

The program is ongoing and is offered at no charge to students. The program is financed entirely by the Ontario Ministry of Education. The school board is solely responsible for the operation and administration of the program and the board provides the teachers and any material resources required by them.

The Commission scolaire du Sault-Saint-Louis has a literacy program aimed at people with little or no education, particularly those who receive welfare. It provides participants with a practical initiation to reading, writing and arithmetic. Free workshops are open four days a week during the school year in a centre for adult education; funding is provided by the Quebec Ministry of Education.

Itinerant Support Teams

The North York Board of Education has established itinerant support teams to provide support services to its day adult basic literacy classes that serve mostly women. Assistance relating to child care, transportation, benefits, and counselling pertaining to education, employment, family relationships, etc. is required if women are to be able to enrol and stay in such programs. Another area of need relates to special learning difficulties which have interfered with a positive and productive educational experience in the past, and which, if not addressed, jeopardize future success. Two teams each made up of a Metro Social Services worker, a Board of Education counsellor and a Board of Education special education instructor, visit each of the ABL classes individually every week and assist in meeting these needs.

Each member of the itinerant support teams visits ABL sites about a half-day each week. Itinerant Metro Social Services workers and board counsellors offer direct support to students who identify their own needs or are referred by their instructor. Itinerant special education instructors offer assessment assistance and support to ABL instructors, and recommend program modifications to help meet learning difficulties.

ABL courses are held in a variety of settings which include schools, community centres and libraries. Students receive the course, materials and support services free of charge. Life skills is now being offered as part of literacy and ESL (non-credit) programs and for the 1987-88 school year, a credit course in life skills was introduced with special emphasis on improving adult students' ability to cope successfully. Self-improvement is emphasized through topics such as wellness, grooming, decision-making and communication skills. Units on stress management, parenting, consumer education and study skills help the student to succeed at school and eventually in the job market.

The Continuing Education Administrator is responsible for implementing this service. The school board works co-operatively with Metro Community Services workers and the board provides a program leader for ABL who oversees the operation of the Itinerant Support Teams and the office space, supplies, equipment and mileage allowances needed by the team. The Metro Community Services workers are financed 80% by the Ontario Ministry of Community and Social Services and 20% by Metro Toronto Community Services. Transportation assistance is provided to students using a similar formula. The board's personnel are financed by the Ontario Ministry of Education.

The support of the Ministry of Community and Social Services and Metro Community Services is critically important ; without it, many women would not be able to enter or remain in the ABL program. The board feels a high priority must be given to documenting the positive affects of such support and to working co-operatively in administering the program.

English as a Second Language

The objective of the Adult English as a Second Language Program offered by the Vancouver School Board is to reach immigrant women, both those at home and those who are under-employed, in order to provide them with second language learning and skill-building opportunities. Women 19 years and older who are landed immigrants or Canadian citizens may enrol in this course which is offered every season for eight to 12 weeks.

Sixty teachers work part-time in this program which is administered by a program co-ordinator of ESL/ABE who reports to the Head of Career and Community Education Services. As well, a community agency co-sponsors the program. A subsidy from the B.C. Ministry of Education covers 90% of the program's cost. The board provides the salary for a co-ordinator and a secretary, the classroom facilities, professional development workshops and supplies.

The program is held in neighbourhood locations for a low fee. Some of the problems are the registration procedures and the lack of child care funding. Parental involvement is positive and the program is supportive of community agencies serving immigrants.

The ESL program at the Halton Board of Education (Burlington, Ont.) provides an opportunity, primarily for women, to acquire facility with the English language. The program also provides a reason for the women to interact with other members in the community since many of them have limited opportunity to leave the home. The program is open to all residents of the region served by the board and is delivered in small groups according to the level of language competence. Under the direction of a qualified teacher, volunteers interact with the students.

ESL is offered ten months of the year in elementary and high schools throughout the region and there is a continuous intake of adult students. Day care facilities are provided and there is no cost to the students for the program. Funding is provided by the Ontario Ministry of Education and the day care facility is funded by the Ontario Ministry of Citizenship and Culture.

The Dartmouth District School Board in Nova Scotia offers several courses of interest to women: adult basic education, a citizenship course, academic upgrading, and employment upgrading. The English as a Second Language program was implemented in response to a need expressed through the Dartmouth Immigrant Orientation Association. It is aimed at men and women who are recent arrivals in the community The course is offered at an elementary school September through June and students enrol on a continuous basis; on-site day care is available. The fee for the course and child care is $15 per person or per family.

A Department of the Secretary of State grant covers the materials, supplies and child care services. Teachers are paid by the board with support from the registration fees. Both the Dartmouth District School Board and the Dartmouth Immigrant Orientation Association are responsible for the operation and administration of the program.

Life Skills

Since there are many non-English speaking women and men in Howe Sound School District No. 48 (Squamish, B.C.) the ESL/ Life Skills program teaches them basic life skills such as banking, going to the doctor, driver training, applying for social services, shopping, integrating into the community, etc. This ongoing program costs participants $25 for 20 lessons. It is usually offered in a high school during the evening but may be offered during the day if this is more convenient to students. The course is jointly financed by the board and the B.C. Ministry of Education; the operation and administration of the program is the responsibility of the school district.

New Canadians

The Toronto Board of Education offers a variety of adult English classes free of charge to new Canadians. Classes are offered at all levels of proficiency in English in locations throughout the city. In addition, the following classes, which focus on special needs of the participants, are available:

- Conversation classes
- Citizenship preparation classes for those who wish to obtain their Canadian citizenship
- Language proficiency test preparation classes for those who wish to write the Michigan or TOEFL test
- Classes for senior citizens
- Programs which offer two instructional components, one for adult participants and one for their preschool children
- English in the Workplace programs which are held on-site at the participants' place of employment
- Literacy classes for those with minimum formal education who may need to learn to read and write
- Bilingual instruction, where instructors speak English and the students' first language
- Unilingual instruction, where only English is used

Both day and evening programs are available: during the day full-time and part-time classes are available and in the evening program, classes are available two evenings per week or four evenings per week.

A number of day programs offer free child care and babysitting. For example, the Parent and Preschool Children Program provides instruction and care for the preschool children of adult participants.

English in the Workplace

The London Board of Education has a small but important group of EWP (English in the Workplace) teachers who carry critical language and communication skill training into plants and factories where there are large numbers of immigrant workers with poor to non-existent English language skills. EWP helps to organize needed education programs during lunch breaks and after work. During 1986 EWP teachers handled ten company projects and a total of 150 students. The program can help workers with problems such as filling out application forms and with the problem of improving in-plant communications.

Adult Basic Education

Adult Basic Education programs offered by Surrey School District No. 36 include basic literacy, grade 10 equivalency, grade 12 equivalency and completion, English language training, programs for mentally handicapped adults and academic counselling. The Invergarry Learning Centre is an adult education centre housing five different programs: adult literacy, adult basic education, English language training, Work and Learn (for students 16 and over who want to work towards their grade 10 or 12 equivalency certificates) and the Centre for Adult Learning which offers flexible hours and completion times for adults who wish to work toward their grade 12 academic diploma.

The centre develops learning contracts to suit each student's needs. Where applicable, these contracts incorporate course completion requirements as set by the B.C. Ministry of Education. All the programs in this centre function in an integrated approach, taking a student from a basic literacy level and offering programs and courses through secondary school completion. These programs appeal to all men and women who wish to upgrade their academic skills. The only people who can't be serviced are adults with poor long and short term memory. Students work through appropriate materials developed in C.A.L. or acquired from the correspondence branch or the Open Learning Institute. Materials are often supplemented by video tapes, audio tapes, or computer software. Tutors are available to mark work and to help students with specific difficulties.

C.A.L. operates as a counselling service, a resource centre and a disseminator of individualized instructional programs. The co-ordinator counsels students about the educational program that best suits their needs, be it in C.A.L., elsewhere in continuing education, or at other institutions.

The Invergarry Learning Centre offers adults the opportunity to come and learn in a centre designed specifically for adults. The programs are available during the school year, mornings, afternoons, and Monday and Thursday evenings. The fee structure ranges from free in some programs to a waivable fee in others so that no one will be turned away due to financial hardship. The Surrey School District funds the centre and is solely responsible for its operation. Child care for the children of students attending daytime classes is available in co-operation with the YM/YWCA.

It has only been recently that the Board of Education for the City of Hamilton has undertaken sole responsibility for Adult Basic Education classes and has been able to expand enrolment opportunities. Currently the Continuing Education Department of the board offers courses in ABE, credit courses in grades 9 to 13, and skills development courses. All of these courses are open to both men and women, although the first two categories of courses may be of

particular interest to women as a group, because of the "flight pattern" which allows students to attend their required number of classes at varying times throughout the week.

The Waterloo County Roman Catholic Separate School Board (Kitchener) has a Continuous Entry Program that enables men and women to take adult basic education courses or secondary school credit courses at times convenient to them. The board also houses a post-natal program in co-operation with St. Monica House, a home for unwed mothers.

Life Skills and Adult Basic Education

The Study and Life Skills Program at the Ottawa Board of Education teaches students returning to school a broad range of techniques for succeeding in both the in-school and out-of-school environment. Among the skills emphasized are developing self-confidence, building communication skills, developing social skills through group work, and providing job search techniques.

Grade 9, 10 and 11 full credit courses are offered five days a week for 90 minutes as part of the Adult Day School. Some of the topics covered in the grade 9 program are study skills, human relations - communication skills, group interaction, and values; career testing and personal long- and short-term goal setting. The grade 11 program emphasizes study skills, well-being—with a focus on self-responsibility, leadership and decision-making, and career testing. Ongoing modification and evaluation of the program ensure its relevance and effectiveness in meeting the needs of students returning to school. There is no cost to participants. The program is administered by the OBE and funded both by the board and the Ontario Ministry of Education.

The purpose of the Ottawa Board of Education's ABE program is to provide the opportunity for adult learners, the majority of whom are single mothers, to complete their secondary education. As well, many of these students are new Canadians who want to improve their English skills. There are three components to the program: basic reading, writing and arithmetic skills. The main objectives of the program are to establish a non-threatening environment for learning and to increase parents' involvement in their children's education. The classes are held both in and outside board facilities and child care is available at several of these locations. ABE is offered to all community members at no cost during the day or evening throughout the year. These programs are funded by the Ontario Ministry of Education and the Ottawa Board of Education. The OBE is responsible for their operation and administration.

Academic Upgrading

The historical high drop out rate in the Springdale, Newfoundland, area created a large pool of people with limited job skills and opportunities. Adult Basic Education and training were unavailable in small communities and, in many cases, people were not qualified to enter trades training. The academic upgrading and adult night classes offered by the Green Bay Integrated School Board (Nfld.) are available to anyone 18 years of age or older who has been out of school for one year. Students may take any course in the local high school curriculum. This kind of program is not offered by any other school board in the province. It is totally funded by the board and from per pupil operating grants. The courses are offered annually at a secondary school and students pay the cost of textbooks only.

As a result of this program, board enrolment increased and the school board lost $41,000 in government grants which would otherwise have been received because of declining enrolment. The board decided to take the loss rather than cancel the program.

This program offers the opportunity for participants, most of whom are women, to improve their academic standing and enables them to enter the work force and obtain more meaningful work.

Adult Day School

The purpose of the Carleton Board of Education's Merivale Adult Day School is to help adults re-enter the work force. Over 90% of the students are women who have been out of school for long periods of time and who have either never worked outside the home or wish to return to the workplace after a long lay-off. The selection of work re-entry packages are: Introduction to Clerical Work - including two weeks of work experience; Secretarial Update - with a co-op placement; and Retail Sales - also with a co-op placement. The work placement provides the opportunity to

practice, develop, reinforce and supplement in-class learning. Upon successful completion of the placement, the student receives a credit towards the graduation diploma.

The programs are offered during two semesters each year consisting of 19 weeks each. The program (except for the co-operative education component) is funded by the Ontario Ministry of Education and there is no cost to students. The Carleton Board of Education provides the co-ordinator, the space and all necessary equipment. It also makes available to participants the services of guidance counsellors and co-operative education personnel.

Independent Home Study

The Board of Education for the City of Hamilton's Independent Home Study Credit Course Program is an extension of the ABE (to grade 9) and provides the opportunity for adults to take grade 9 to 13 courses for credit at the basic, general, and advanced level. Some studies have suggested that there may be 60,000 adults in the Hamilton area with less than a grade 9 education. This course is designed to offer a course of study which allows them to upgrade skills and earn credit for their courses.

This newly developed course at the Hamilton Board offers classes primarily in English and math. Classes are also available, depending on interest, in history, Man & Society, French, accounting, science and family studies. It is open to all adults in the community who wish to apply and may also be an option for out-of-school youth aged 16 and over. Students contract the number of classes they will attend per week and are free to attend these classes at various times throughout the week according to their own schedules. This is particularly useful for shift workers, part-time casual workers, or women at home whose "free" time may be erratic. They work at their own pace at home and the teacher in class is available as a resource tutor. Class attendance, though flexible, is mandatory.

The course is available on an ongoing basis from September through July. There is no charge for the course, which is offered at two adult learning centres. The program is fully funded by the board. It is hoped that this program will expand and be able to offer a greater variety of courses as interests warrant.

City Adult Learning Centre

The Toronto Board of Education's City Adult Learning Centre offers evening classes for adults 18 years of age and over who have been out of school for at least a year. These classes give mature students an opportunity to return to school in an adult setting to upgrade basic academic skills or to acquire secondary school credits. As well as offering courses that lead to the secondary school diploma, the board offers Adult Basic Education and adult literacy (for adults who wish to upgrade their skills to the grade 9 level). Basic Literacy for Adults with Special Needs focuses on functional reading and functional mathematics and includes filling out forms, reading signs, reading restaurant menus and recipes, basic money skills, measurement, and using a pay telephone. The Adult Basic Education Centre offers a computer assisted, upgrading program for adults whose goal is community college, high school or to become more employable. Basic mathematics and English courses starting at the grade 5 level are offered. Regular, full-time attendance is expected. The Toronto Board also offers S.O.L.E. (School of Life Experiences), for adults who have some time during the day but cannot fit regular classes into their schedules.

Adult Learners

The Adult Learners program at the Halton Board of Education (Burlington) was implemented to encourage adults, particularly women, to complete their high school diploma. It is offered in three high schools Monday to Friday from 9:15 a.m. to 2:15 p.m. and is open to any adult who resides in the region but it is especially designed to accommodate mothers whose children are in school. The teachers are very concerned about the encouraging, supportive aspects of the classroom environment.

Students study four credits per semester at no cost to them. Those who receive social assistance can be subsidized for clothing, day care, and transportation costs. A separate classroom and lounge area is provided for students in these progams. Both the Ontario Ministry of Education and the school board fund the program.

At the Metropolitan Separate School Board (Toronto), Monsignor Fraser College Catholic Secondary School enables individuals to increase their skills and accreditations to continue their education or obtain better employment.

Credit and non-credit courses and a co-operative education program are available free of charge to any person who is 18 years of age or older, has been out of school for a year and will benefit from the program. Basic and general academic, business and technical courses to grade 12 not offered directly by the school are offered in co-operation with neighbouring Catholic secondary schools. Additional features and services include continuous registration, individualized courses, flexible timetables, personal and career counselling, and transportation assistance to those who qualify.

The most innovative component of the program is its responsiveness to the particular needs of each student through an individualized program of study. As a result, students work at their level of ability and timetables are flexible. These conditions reduce the anxiety and frustration levels of students and allow them to concentrate on the job at hand.

The program is ongoing from September to June and intake is continuous. Monsignor Fraser College consists of five campuses. One campus is housed in an elementary school and the remaining four are housed in facilities outside the board. From a human resource standpoint, it has an excellent student- teacher ratio 13.5 : 1. In addition, there is a full-time career and vocational counsellor and a co-op co-ordinator to pursue co-op work placements and monitor students on the job.

Programs in Alternative and Continuing Education

At the Timmins Board of Education, some 57 academic courses are available to women wishing to earn a high school diploma. These courses were implemented because adults were reluctant to attend classes with teenagers; they needed a program with flexible scheduling. As well, they found it difficult, in some cases, to work independently on the Ontario Ministry of Education's Independent Learning Centre (formerly Correspondence School) courses.

Although P.A.C.E. (Programs in Alternative and Continuing Education) has only been in existence since September 1985, it has attracted about 600 participants, 75% of whom are women with preschoolers. The home-study program is very popular with these women because it allows them to combine their responsibilities at home with educational upgrading at their own pace and in their own homes. They also have the services of a a teacher, whenever necessary, via tele-tutoring (by telephone) or one-to-one contact. Students can start anytime during the school year. However, certain courses which require machines or equipment (for example, computers, typing, technical shops) are usually offered in September and January. Should their schedule become too hectic, students may withdraw from the program but they are free to resume their studies from where they left off. Courses can also be made available in the summer, if there is sufficient enrolment.

On entering the program, most of the women display low self-esteem and a lack of self-confidence. With encouragement from their teachers, they soon begin to display pride in their accomplishments (completing a credit or enjoying a course they had previously considered difficult). Many request an evaluation to determine equivalency credits they may receive and to find out how many credits they require for a diploma. The program has a high degree of visibility and acceptance in the community. Flyers are available though churches, social, governmental and ethnic agencies. Attempts are being made to establish a local action group concerned with issues relating to adult education.

Several women have withdrawn from the program. Some of them are unable to work independently and are unable to join the daily "tutorial" program because of lack of access to affordable child care services. The board is exploring the possibility of establishing a co-operative play-school program to accommodate the needs of these women.

The program is offered free except for minimal charges to cover consumable items, such as workbooks or computer diskettes. Classes are held in three locations: the P.A.C.E. Centre during the day and two high schools during the evening. Classes have also been held at the Community Centre and since September 1987, a vacant elementary school has been used as an adult learning centre. P.A.C.E. is funded primarily by grants received from the Ontario Ministry of Education.

The North York Board of Education offers a parenting course at Downsview Secondary School which encompasses preparation for parenthood, pre-natal development, the development of infants, pre-schoolers, school-age children and adolescents, the goals and values of parenting, styles of parenting, functions of parenting (including a consideration of day care), discipline, observation, and work with children in preschool.

Two-thirds of the women enrolled in the Commission scolaire de Chicoutimi's Assisted Self-Learning Secondary Studies need to complete their high school diploma. The assisted self-learning method is easy because it lets women complete their studies at home, at their own rhythm, while benefiting from appropriate curriculum materials and suitable assistance. The program was implemented for persons who cannot register in full or part-time programs in an adult education centre. It helps women who live far from centres that offer adult education by giving them the tools and assistance to work at home.

The Etobicoke Board of Education also offers a variety of education classes for adults. Besides secondary school credit courses, adult basic literacy, ESL, citizenship and re-entry programs, adults may enrol in a continuous entry tutorial program designed for those who are unable to attend night school classes on a regular basis and who wish to start credit courses at times other than October, January or May.

THE VITAL LINK : COURSES FOR TEENAGE AND OLDER MOTHERS

Youville Centre

The Ottawa Board of Education's Youville Centre is a new project for meeting the special needs of single mothers and babies of the Ottawa-Carleton area. It aims to break the poverty cycle by teaching academic subjects, self-confidence, life and parenting skills. It was implemented as a result of studies conducted throughout the Regional Municipality of Ottawa-Carleton, confirming that the number of adolescent single mothers is increasing. At present, it is the only long-term facility for this specific purpose within the municipality.

Aimed at young women 16-19 years-old from within the area, the centre, which opened in March 1987, is an accredited high school that contains a licensed day care centre to meet the special needs of 20-25 young mothers and their babies. Teachers provide individualized programs in small classrooms in a school leased from the Ottawa Roman Catholic Separate School Board and students are able to enrol throughout the year provided there is space.

The centre includes a comfortable residence for four to five mothers and their babies which will open in 1988. Residents will pay the subsidized rent as well as their personal expenses; additional apartment units will be a priority. Residents will be permitted to stay 24 to 30 months; the time limit for students will depend on the age of the baby and progress in the program.

A number of support services are available in Youville Centre: a public health nurse for post-natal care, nutrition courses, life skills, career counselling, recreational programs, and counselling regarding housing possibilities. The program is bilingual, non-denominational and free of charge. It is offered throughout the academic year as well as in a six-week summer course. The Ontario Ministry of Education funds the educational component which is administered by the school board and the child care program is funded by the Ontario Ministry of Community and Social Services.

Alternative Education for Young Pregnant Women and Mothers

The *Special Tutorial Class (Alternative Education for Young Pregnant Women)* offered by Regina School Division No. 4 enables pregnant high school students to continue in school, both before and after the birth of their child. The school is operated on a semester basis and students may enrol any time during the school year. Support services in health and counselling are available; a public health nurse provides weekly pre-natal films, conducts discussion groups and exercises. All areas of health, including nutrition and sex education, are discussed. Weekly group discussions dealing with pregnancy-related issues are conducted by the Child and Youth Services, Saskatchewan Department of Health. Social workers from the provincial Department of Social Services visit regularly for individual counselling.

Vancouver School Board's Tupper mini-school enables teenage mothers to complete their secondary school education. While babies are cared for at a day care on the school grounds, the young mothers, aged 15 to 19, take the core curriculum as well as specially designed courses. They take math, English, social studies, science and physical education with the other students in the school, and family studies 12 and foods as a group. The program was introduced in September 1982 and one of its goals is to help the students break out of the "welfare cycle."

Pre-natal Tutorial

The *Pre-natal Tutorial* program offered by the Saskatoon Catholic Board of Education enables pregnant teenagers to continue their education in a caring supportive atmosphere. It consists of correspondence courses as well

as special courses for those who can't do correspondence courses or who are not staying in the school long enough to complete them. The teenagers work independently at their own pace. The program runs from September to June.

Participants attend pre-natal classes and pre-natal exercises are done every day. A life skills program is held every Friday afternoon and on Thurday afternoons a discussion group "Options" is held where the subject of the pros and cons of keeping a baby and adoption are discussed. Individual counselling and social activities are also a big part of the program. Some of the social activities held in the fall semester include coffee parties, pizza lunches, pot luck lunches, cooking Chinese food, watching movies, and a Halloween party.

The post-natal program helps young mothers complete their education in an environment that meets their special educational, emotional, social and physical needs. Since the school offers a pre-natal program where young women can continue their education during pregnancy, the need was recognized for a complementary program to accommodate the young women who keep their babies and who do not wish to return to a regular high school. Many students are from centres outside Saskatoon and Saskatchewan. Seventy-five per cent of the time is spent on academic work; most students take their courses through the government Correspondence School and are teacher-tutored. The remaining 25% of the program consists of a compulsory life skills program in which the students take cooking classes, physical education, view films, hear speakers and go on class outings. Counselling is regularly available and is facilitated by the classroom teacher.

The program is innovative in that it is designed for a specific group of students, young mothers, and the course and activities are geared at serving their special needs. All activities incorporate parenting skills, support systems and social interaction that many of the participants would otherwise lack. The program lends baby clothes and baby furniture and provides an exchange link between the moms themselves. It also serves as a liaison between the mothers and social workers, doctors, parents, educational institutions and volunteer groups. As an additional resource, some of the students are matched with a trained volunteer though Catholic Family Services. This is done to provide support for those mothers in need outside the school environment.

The program is offered concurrently with regular high school classes which are held from 9 a.m. to 12 p.m. and 1 p.m. to 2:30 p.m, Monday to Friday. It is run on a semester basis with final exams offered in January and June. The student pays $50 per semester to cover special activities such as cooking classes, movies, skiing, socials, etc. The Saskatchewan Department of Social Services covers the cost for students on social assistance. The program is housed in a former elementary school that has been renovated.

One of the difficulties the program experiences is that, at present, there are no in-house day care facilities and most of the mothers have difficulty financing and locating babysitters, which is often reflected in poor attendance. As well, a full-time rather than a part-time counsellor would be necessary. A student cannot fulfil her academic potential if she is struggling emotionally. Because the young mothers are at risk socially, physically, emotionally, and educationally, full-time rather than periodic counselling is necessary.

School-age Parent Program

The Moose Jaw School Division No. 1 recognized the need to respond to the unique educational needs of young mothers and young mothers-to-be, many of whom are cut off from an educational program when they quit school to have their baby. The rigidity of regular high school programs does not allow for the flexibility that their new lifestyles demand.

All school-age young mothers or mothers-to-be may enrol in the *School-age Parent Program* at no cost to any student who wishes to attend. The academic program is supplemented by life skills and parenting sessions which are often provided by co-operating community agencies such as Public Health and Social Services. The program is financed and operated by the school division and is located in a board-owned facility outside the regular high school environment.

The support and understanding that are provided by the staff and outside agencies have been identified as the major reason for the program's success. There have been and continue to be some problems in providing appropriate individualized academic programs. The demands that can be made on the teaching staff to provide for the variety of educational backgrounds often exceeds their time and expertise. The board is investigating the use of teaching assistants.

Young Expectant Mothers

One of the main purposes of the North York Board of Education's *Program for Young Expectant Mothers* is to provide the support necessary for young mothers to continue their education. The objectives of this program are also

to deliver comprehensive pre-natal and post-natal education to young expectant mothers, to improve the health of the teenagers and their children, to help adolescent mothers become more self-aware and to provide young mothers with the necessary support required to enable them to make wise decisions in planning for their future and that of their children. Participants entering the program must be enrolled in a parenting and life skills credit course, a pre-natal and post-natal course in conjunction with the Public Health Department, and a support group to aid in maintaining academic skills.

Students may register on a continuing basis throughout the school year. A flexible program geared towards individualized instruction is emphasized. Courses are offered at the basic or general levels. If requested by the students at the advanced level, counsellors from the program will enter into contact with the home school to ensure continued academic progress.

The program provides • a warm, comfortable and accepting environment for young expectant mothers; • a strong supportive staff offering a variety of skills and educational expertise; • a variety of social service networks and guidance personnel trained in career and personal life guidance; • pre-natal and post-natal classes offered by the Public Health Department; • parenting, life skills and health education programs developed to serve the needs of adolescent parents; • child care services on the premises or access to child care facilties at a location convenient to adolescent parents; • a booster program to assist students with short-term special education needs.

The program is offered at a secondary school. Other specialized support services are also offered: an on-site social worker; Start Right Child Care Centre; Y.E.S. (Youth Employment Services Counsellor North York); public health nurse; community outreach worker; transportation assistance for those who qualify; school community liaison committee; and free dental care.

Growing Together

The *Growing Together* program offered by Surrey School District No. 36 (British Columbia) is an education and day care program for young mothers who want to continue their high school education. It consists of a special two-teacher class for young mothers and pregnant teenagers at Guildford Park Secondary School in Surrey. More than 19 agencies have helped finance the $85,000 project. The program began in October 1986; by January 1987 it had 18 mothers and children and had expanded to 24 by June. However, that still leaves a waiting list of almost 60 young mothers from Surrey and the surrounding area hoping to get into the program. After dropping their children off at the day care, the young mothers take classes that combine regular academic subjects with instruction on parenting, nutrition, health and consumer awareness.

The mother's presence in the school also shows the other students that motherhood is not glamorous but that it is hard work marked by difficult decisions and duties.

Back-to-School-at-Home

The Back-to-School-at-Home program offered by the Board of Education for the City of York provides basic literacy to tenants of low-cost apartment complexes. Although participation is not limited to women, the literacy classes are attended only by women. Participants are single mothers with preschool children who are caught in a vicious cycle of poverty, poor education and depresssion. They are frequently victims of physical violence and feel psychologically and physically isolated.

The core program is academic upgrading, individually planned to meet the varying educational backgrounds of the participants.The program tackles basic English through texts and exercises in vocabulary, spelling and creative writing. Reading aloud from short stories, newspapers and magazines is done in every class, mainly for enjoyment, but also for observing logical story development, discussing themes and for vocabulary and spelling work. As well, arithmetic and spelling dictation are also studied. Informal discussions and problems-solving sessions form the backbone of the course. Though mutual encouragement, the women begin to assess their situation and to take steps to improve it. A life skills component of the program helps the women to solve problems and covers such topics as parenting, communication, assertiveness, goal-setting and dealing with social systems. Participants receive diplomas which help in their job search.

By holding the program in the recreation rooms of apartment buildings rather than at a school, participants don't feel threatened. In addition, it is much easier for them to bring their children than if they had to go outdoors with them and travel to a site. A nursery school program, held in an adjacent room, provides excellent care in a stimulating and happy

environment. The program for preschoolers focuses on the development of social, intellectual and psychomotor skills.

The course is usually offered two or three times a week for three-hour sessions in the apartment buildings. The board operates and funds three literacy programs of this type run during the school year and provides program materials, audio-visual resources and consultative support. Participants may join at any time at no cost. The programs are implemented and administered by the board and the Metro Toronto Housing Authority with the occasional assistance of tenant group.

Parent and Preschoolers

The purpose of the *Parent and Preschoolers* program offered by the Ottawa Board of Education is to provide educational instruction and nursery school supervision for parents unable to attend regular programs offered at other centres in citizenship, ESL and literacy from beginner to advanced classes. The program is open to all members of the community. There is no registration fee to landed immigrants and there is a free babysitting service. The program is offered twice weekly, with a choice of morning or afternoon sessions in facilities outside the board such as churches and community centres. It is part of the Outreach Program and is funded by the OBE and the Ontario Ministry of Citizenship and Culture. The school board is responsible for the operation and administration of the educational component and the Ministry of Citizenship and Culture administers the child care component.

Single Parents

The Ottawa Board of Education's Single Parent program helps single parents, particularly mothers with young children, to complete their secondary schooling while providing care to their 2-to 4-year-old children. Complementing the regular education program is a two-year parenting life skills course. Two child care workers supervise the day care component of this program which is offered within the regular day school of Rideau High School at no cost to the students. The Ottawa Board administers and funds this program, including child care, staff, supplies and food.

CHILD CARE AND PARENTING PROGRAMS

The significant increase in working mothers and the rise in single parent families have created a need for child care resources and, in many ways, schools seem ideally suited to take on this function. The public today expects schools to play more than strictly an education role. Day care centres and out-of-school-hours programs have been embraced by the public as a valuable contribution schools can make to the community. Decreasing enrolments resulting in empty classrooms have prompted many school boards to allow community organizations to operate a day care centre in these empty classrooms. These facilities provide a needed community service, economically and efficiently. The mutual benefits derived from these arrangements ensure that such facilities will increase in Canadian schools.

The Ottawa Board of Education's child care programs enable women and men to combine their family responsibilities with paid employment. Affordable, good quality child care can facilitate equality of employment in a number of dimensions. The program, open to the community including the OBE staff and students, provides care of children from infants to 9 year-olds in programs for infants, toddlers, preschoolers, kindergarten pupils, and school-age pupils. The innovative aspect of the child care program is in the co-operation of parents, the community and the school board in providing a program operated by an advisory board.

The child care program is offered daily, throughout the year, including school holidays. All child care programs but one are offered within board facilities and they are given priority for surplus equipment and kindergarten furniture. Expenses for child care programs are partially defrayed by parent fees and subsidies are provided through the Regional Municipality of Ottawa-Carleton. The operation and administration of these programs is through the Community/Parent Advisory Boards. The Ottawa Board of Education pays the day care administrator's salary and provides the facilities.

At the Etobicoke Board of Education, a child care centre at West Humber Collegiate enables co-operative education students to gain first-hand experience in child care. Three groups of children are served: infants up to 18 months old; toddlers 18 to 30 months; and preschoolers, two-and-a-half to five years old. Students taking the Exploring Childhood courses carry out the work-experience portion of their co-operative education program in the First Place Child Care Centre in close liaison with the teachers of their courses. Children of parents in the re-entry program and the children of teenage students can be cared for at the centre.

Four co-operative models of child care programs have been implemented in secondary schools at the North York Board of Education during the past two years for children of adolescent and adult students, staff members and community members. These are in addition to the many child care centres operating in elementary schools and serving either children attending the school, children of board staff, or those from the community. Through the family studies programs, comprehensive child care centres have been established in four secondary schools, for infants, toddlers, and preschoolers. These programs serve an ever-increasing number of adolescent and young adult parents returning to school for literacy, work skills training, upgrading and academic skills.

The objectives of these centres are: 1) To provide a stable, healthy and stimulating learning environment for the children of adolescent and adult parents. 2) To provide child care support services for adolescent and adult parents including social service networks and informal support of positive parenting skills and personal growth. 3) To enable the parents of the children to continue their education in order to successfully enter the labour force. 4) To provide a work skills experience for students in family studies, work study and co-operative education programs.

These centres are independently operated by a board of directors made up of community volunteers. The principal of the school or designate and the family studies head are members of the board of directors. They are licensed and regulated by the Ontario Ministry of Community and Social Services and operate 12 months of the year, from approximately 7:30 a.m. to 6:00 p.m. Monday to Friday.

An example of such a day care centre is the Victoria Park Child Care Centre, which opened in September 1986 with space for ten infants, ten toddlers and eight preschoolers. It was implemented to meet the needs of the adult students at Victoria Park S.S. as well as to serve as a workplace day care for the children of employees of the North York Board of Education. The aim is to maintain a ratio of 2/3 children of adult students and 1/3 community children. However, the centre is also curriculum-based and will be increasingly connected with other courses and programs in the school. It is a unique approach to balancing the needs of the children, the high school students and the adult parent/learners. The centre has a board of directors made up of Victoria Park S.S. staff, community people, and adult students.

The Start Right Child Care Centre is an on-site child care centre located in a secondary school and is for parents returning to school for upgrading, diploma acquisition or skill training. It is a non-profit independently run day care centre which in 1986-87 provided care for 36 children: ten infants, ten toddlers and 16 preschoolers.

The start-up, capital and operating funds for these centres are received from the Ontario Ministry of Community and Social Services - day care initiative funding. The ongoing operational costs are met by program fees. The daily child care fees are paid by Metro Children's Services to the centres for the children of parents eligible for subsidy. The North York Board of Education provides space and consultative support. Consultation is offered to school personnel and community groups in the following areas: needs assessment ; board organization/representation ; leadership development ; effective decision making/meeting procedures • problem solving • crisis management • fund-raising • budgeting • program planning/setting guidelines; staff/board relations; volunteer recruitment; resource acquisition; and evaluation. These child care programs not only enable the adult learner and the teenage mothers to continue their education, but provide their children with a sound social, emotional and educational basis for their own futures.

Not Your Average Daycare is a non-profit day care centre in a Scarborough Board of Education high school. It provides child care for teenage parents returning to school, giving mothers the chance to continue their schooling with minimum disruption.

The Programs After School (P.A.L.) offered by the Frontenac-Lennox and Addington Roman Catholic Separate School Board (Kingston) are out-of-school-hours day care programs for children of two neighbouring elementary schools in the board. It enables working mothers to have professional in-school day care, thus solving transportation problems and ensuring that children have proper care mornings and afternoons during the school year. The program is funded by the parents and the board's only permanent responsibility is for the physical space leased.

A parenting program at 19 elementary schools of the Toronto Board of Education enables parents, grandparents and other adults to participate with their infants and preschoolers in the board's informal Parenting Centres. Information on parenting is provided through group discussions,films, guest speakers, books and articles which focus on the development and understanding of young children. Adults can participate with their children in a wide range of of activities.

Parent and Preschooler Program

The North York Board of Education also offers a Parent and Preschooler Program. Mothers and their young

children, from infants to four-year-olds, share in fun and education. The program's aim is to educate mothers in relating to their child, understanding and stimulating child development and providing opportunities to improve parenting skills. This is done through mothers interacting with their children, with other mothers, and with trained early childhood education staff. The program also provides the opportunity for the preschooler to socialize with other children.

All parents of young children are welcome to enrol and particular emphasis is placed on recruiting "high risk" mothers. The program is ongoing and participants may register four times during the year. The cost is 50¢ per hour for two hour sessions. There is also a $7 supply fee collected at the time of registration. Fees are waived for mothers on family benefits. The program is offered in 24 elementary schools across North York.

Financial support is derived from the parents and from the municipal government. An advisory committee made up of the Department of Health, North York General Hospital, The Hospital for Sick Children, Ryerson Polytechnical Institute, Seneca College, the Ministry of Citizenship and Culture and other institutions work with the Continuing Education Assistant to assure the quality and effectiveness of the program. All these agencies both refer clients to the programs and provide staff time to support the programs. A public health nurse is a consultant to the staff and parents in every program location. The board provides a parent and preschooler program leader, space and furniture.

While attaining its objectives, the Parent and Preschooler Program also provides an extra resource to social agencies that refer clients to the program for extra assistance in parenting and socializing. Early Childhood Education students from Ryerson and Seneca College experience parenting in action. Parents and their preschoolers become part of the school environment long before the child actually attends school. This has a positive effect on the school and improves school enrolment. It has a linking effect on the relationship between the school, the residents and other agencies. The positive 15-year history of this program suggests that other boards should be encouraged to set up similar programs.

Mother's Morning

A "Mother's Morning" progam at the Halifax County-Bedford District School Board offers mothers in this suburban area a morning out of the house and provides them with the opportunity to share experiences, enjoy each other's company, discover that they are not alone with their experiences/problems in parenthood, marriage, health, etc. and support each other. Speakers, movies and outings are offered at no charge.

A community health nurse saw the need for a young mothers' support groups when conducting home visits and, as a result, the program was implemented. Any woman in or outside the district can participate. Initially, the program was called New Mother's Morning but the name was changed to let other mothers know they were welcome.

Guest speakers talk on a variety of subjects: nutrition, dental hygiene, children's hospital, poison control, supportive action for women, how to look for a babysitter, etc. Activities such as a Christmas party, a library visit at which interesting books are suggested to the mothers while a puppet show is held for the children, and a visit to a local nursery school and day care are also held. As well, the mothers have the opportunity to just talk over coffee during each meeting.

The program takes place every other week from September to May in an area church. There is no charge to the mothers and very little cost to the board. The church facilities are provided free and the speakers do not charge; the only expense for the board is buying the coffee and tea and a gift for the church. The program is the responsibility of the Community School Co-ordinator. The advantages of Mother's Morning are that it provides support to mothers and is viewed very positively by them.

JOINING THE WORKFORCE: RE-ENTRY AND EMPLOYMENT PROGRAMS

Transition to Work

A number of school boards offer programs that enable women to make the transition from home to the workplace. In particular, eight responding Quebec school boards offer such a program entitled *Transition Travail* (Transition to Work). They are the Adult Education Services of the Lakeshore and Baldwin-Cartier school boards in Montreal; the Commission scolaire de Chicoutimi; the Commission scolaire régionale de Chambly; the Commission des

écoles catholiques de Québec; the Commission scolaire de l'Industrie (Joliette); the Commission scolaire du Sault-Saint-Louis (Montreal); the Commission scolaire Sainte-Croix (Montreal); and the Commission des écoles catholiques de Montréal. Basically, these eight boards offer a similar course.

In the fall of 1985 the Fédération des commissions scolaires catholiques du Québec conducted a survey of Quebec school boards on issues that affect women in the school system. It discovered that 92.5% of responding school boards' adult education departments had developed programs and services for women and that 68.5% had a Transition to Work program.

The objective of the Transition to Work program is to facilitate the entry or re-entry of women who have decided to seek employment after many years out of the workforce. Both human and technical support is provided to facilitate the transition. It is aimed at women who need support to complete the transition between the home and job market, women who are undecided, who find it difficult to choose a professional occupation or a trade corresponding to their interests, skills, values and motivations, taking into consideration the realities of the job market.

This five- or six-week intensive program of counselling helps women learn about various occupations and what skills and training are required to get such positions. The program focuses on employment counselling, making decisions, general skills, specific skills, and labour legislation. The program uses practical tests and exercises, role-playing, team work, visits, conferences and personal meetings with a counsellor. It offers participants the chance to learn the ins and outs of the working world, the mentality and norms associated with the workplace as well as an exposure to non-traditional occupations for women. They learn about the workplace; which sectors have jobs, which occupations are saturated, general working conditions, work legislation, rights and responsibilities of the worker, etc. The women also learn the best techniques for finding employment and undertake a series of exercises, both individual and collective, to discover their skills and interests. The participants can thus be in a position to evaluate to what extent they possess certain skills and to develop them as required. They make decisions regarding various occupations by learning about them and examining their feelings about certain jobs and exploring various options. Judgements made may be reconsidered and analyzed to truly understand what motivated a participant to react to some occupations in a positive or negative manner.

Although the Transition to Work programs in Quebec are similar, boards may vary the eligibility criteria and length. For example, at the Commission des écoles catholiques de Montréal, the course is aimed at women who have decided to seek employment after having been out of the workforce for at least five years, have a high school education, are between 30 and 50 years old and are married, widowed, separated or divorced. In other boards, women who have been out of the workforce for three years are accepted.

Funding in most cases is received from three sources, the federal Department of Employment and Immigration, the provincial Ministry of Manpower and Income Security and the Ministry of Education. There is no cost to participants who, in fact, receive a training allowance from the federal government. The school board is responsible for giving and administering the program and also provides human resources, education materials as well as some facilities and services.

The full-time program lasts five weeks, generally from about 9:00 a.m. to 4:30 p.m. Monday to Friday, a total of some 150 hours. A study at the Commission des écoles catholiques de Montréal showed that after the course approximately 35% of the women find a job; 45% return to school; 12% are looking for a job; and 6% decide to stay at home. It is a very effective program since 90% of the women meet their objectives.

The advantages of the program are that it enables women to better understand and cope with the workplace, helps older women to make the transition between home and the workplace, and provides women with information on non-traditional occupations. It provides an easier transition between home and the workplace by recognizing and understanding the real difficulties of re-entering the workforce. The program enables women to take a course based on their needs, make better education and career choices, recognize the problems facing them and find possible solutions, and become aware of the role they can play in their communities. The positive climate helps and motivates participants, increases their self-confidence, and provides needed support and encouragement in a major transition period in their lives.

Opportunity for Advancement

The Board of Education for the City of York (Toronto) offers, in co-operation with the organization Opportunity for Advancement, a self-help discussion group and basic education program to upgrade skills. It is aimed at women with preschool children or with children now in school who have left the workplace and who now wish to return. Generally, the participants are women in the community living in an apartment complex where the program is offered.

The program is practical and non-threatening. Content involves problem-sharing, solution-seeking, mutual

support, academic upgrading, job-readiness training and parenting. Group sessions enable participants to analyze their situation and take decisions to change it. " Graduates" rejoin the work force or re-enter school.

The course is offered regularly and its duration is 14 sessions twice a week in apartments or community centres. There is no cost to students.Through continuing education grants, the board pays for the educational component and Opportunity for Advancement operates the program.

Job Re-entry

The purpose of the Job Re-entry program at the Ottawa Board of Education is to assist women in making the transition from home to the labour force. It is designed for women who have had some office training or experience and have been out of the work force for at least three years. Participants have an opportunity for skills updating and training in current office technology and methodology combined with on-the-job training. The subjects studied are accounting, keyboarding (including typing and office procedures), business English, and career planning. Candidates gain marketable skills and the attitudes and the self-confidence necessary for success in the job market. This course, offered for the first time from January 19 to July 24, 1987, at no cost to the participants, was implemented to meet the needs of a large number of women who are unable to attend the courses normally offered by the OBE without some form of income supplement. The Canada Jobs Strategy Program allowed the board for the first time the opportunity to present a suitable program to this segment of the population.

The first 16 weeks of the program were held at a high school and the last ten weeks were on-the-job training with a host employer. Funds for the program were provided by the Ministry of Employment and Immigration and the board was responsible for the administration of the course.

A Preparation Course for Re-entering the Work Force offered by the Commission des écoles catholiques de Québec is designed to increase the employability of women. It was first offered by the board in September 1979 because of local demand; 14 organizations in the Metro Quebec area made a request to the C.E.C.Q. that such a program be established in the region. The course was designed specifically to meet the needs of women who want to re-enter the work force. Group leaders are very aware of women's issues and raise certain themes such as women and financial independence, the right to work, non-traditional occupations, part-time work, women's dual responsibilities and other issues of particular interest to women.

There are five general areas examined: 1) personal: solving problems and making decisions, knowing yourself (interests, aptitudes, motivation, values), re-organizing your daily life, relationships with others and working in a team; 2) academic: refresher course in French and math, current events and preparation for equivalency tests; 3) physical: information on physical and mental well-being (relaxation, nutrition, pills, alcohol, sexuality, menopause, self-defense course (Wend-do); 4) professional: scholastic and professional information, counselling: learning about the various employment sectors; learning about the job market, curriculum vitae, employment applications, simulating interviews (with video), work legislation, apprenticeships and finding a job; 5) social, political, economic and cultural: resource persons, visits, role-playing, individual and team work, newspapers, video, improvisations, interview techniques, etc.

The board's adult education services offer the program in an adult day education centre. It is held for 20 weeks and two sessions for 20-22 participants are offered annually; an on-site day care service is available. Three partners have joined to offer this program: the Canada Employment Centre buys the course, recruits the participants, and provides training allowances to the participants who do not pay any registration fee; the Commission de formation professionnelle is responsible for the course's publicity; and the school board offers the course and pays the salaries of three instructors.

The Commission scolaire du Sault-Saint-Louis also offers a course to train and help women increase their chances of finding employment. It helps participants discover what occupation would suit them, where to find a chosen occupation, how to prepare and present oneself to an employer, and working conditions. The program consists of three stages: the first stage lasts two to three weeks and is composed of research and preparation for a work placement, the second is a four-week paid placement that allows participants to experience what it's like to work in their selected field; this is then followed by a one- to four-week search for employment. Additional help is available for those who have not found employment after the four weeks. The program also does a follow-up on each participant three months after the end of the course. Counsellors are available 25 hours a week to provide personal help (with curriculum vitae, interviews, etc.) to all participants. The course is free of charge and is offered at regular intervals during the school year in an adult education centre. It is funded by the Quebec Ministry of Education.

Coquitlam School District No. 42 (B.C.) offers a job re-entry program which teaches secretarial, clerical, word processing and bookkeeping skills. This course, offered under the federal government's Canada Jobs Strategy Program,

is primarily for women on income assistance. The six-month program consists of classroom work experience at a centre for continuing education and on-site training with a host employer. The emphasis is on word-processing skills for those whose learning rate or background permits this enrichment aspect. It is offered about twice a year as funding permits. There is no cost to participants and a training allowance is provided by the federal government. The program is entirely funded by Ottawa but the board is responsible for its operation.

A job development word-processing course offered by the North York Board of Education teaches unemployed men and women word processing skills. Those accepted into the course are unemployed and have about a grade 10 education or equivalent. About half are on some form of social assistance and minority groups must be represented.

The 40-week course is held in a secondary school and covers keyboarding, office procedures, business English, typing and programming, life skills and employability skills. Students are paid while they train and receive work placements as they progress. The program was offered for the first time in 1986-87 by the board which is responsible for its operation and administration. It may be offered again depending on federal government support (the federal government provides all monetary support and professional training and expertise).

The advantages of the course are that students are paid while they learn a skill and they receive placements and eventually employment through the employers co-operating with the North York Board of Education. One disadvantage is that funding is dependent on the number of students being trained and unfortunately a number students drop out.

Career Counselling

The Calgary Board of Education offers *Career Counselling for Women*, a program to help women develop enough confidence and communication skills to enter the job market. The program assists them to chart a course, identify strengths, skills and interests. This support could not be achieved through individual counselling at employment centres. Participants also discover their personal interests and values related to the world of work, learn about the current job market, and expand their knowledge of occupational options.

Women who are unemployed or who are returning to work are eligible; these women are referred to the program by the Women's Employment Resource Centre (CEIC). The course content includes communication skills, sex-role stereotyping, non-traditional careers, skills and values inventory, self-esteem, self-acceptance, assertiveness, résumé writing, interview skills, stress and management, time management, career planning and decision-making.

The program is offered four times a year and participants receive a subsidy from Canada Employment and Immigration through Alberta Manpower. The program is financed by Alberta Manpower, in co-operation with the Women's Employment Resource Centre (CEIC). There is no registration fee. The board's Division of Continuing Education is responsible for the operation and administration of the project and provides facilities as well as human and resource personnel. The program is offered at a Calgary Board of Education adult learning centre.

Preschool Teacher Training

The Halifax County-Bedford District School Board's *Preschool Teacher Training* program provides women in the community with a skill in preschool development and child care services. It is hoped that a number of women may begin their own day care centre, work in one, or go on to further their education. Halifax County is predominantly rural, and suffers from one of the highest unemployment rates in Canada. It offers little means of employment for women; however, there is a need for child care. This project was requested by volunteer participants and leaders of the area's four preschools.

The program's objectives are 1) to provide an integrated program of study, activity, and experiential learning to develop participants' confidence, enhance their self-esteem, and improve their skill levels in areas of possible employment (e.g., child care); 2) to train women to be directors, leaders and teachers of preschool and day care programs; 3) to train women to be leaders and assistants in other types of child care programs; 4) to provide a positive supportive learning situation in which women may expand their as yet unexplored potential due to lack of self-confidence and fears of educational institutions and courses; 5) to increase the marketable skill level of all participants; 6) to enable some women to be directly employable or capable of creating their own employment situation; 7) to provide a springboard for programs encompassing further skill development for women; 8) to establish an example to non-participants in the area which demonstrates that learning can be fun, that learning can occur at any age, and that learning can lead to greater

employability; and 9) to create a sense of power and control in participants.

The program runs for a 22-week period and there is no cost to students. To qualify for financial assistance the women register with the CEIC office and are admitted to the program on the basis of interest. Some indication of personal initiative in one of the following areas is also an asset: child care, self-development, community involvement, quest for employment. The program is held every Tuesday evening in the elementary school in Sheet Harbour, and on Saturdays participants travel to Truro to the Child Development Services Froebel Training Centre. The major funding is provided by the federal government; the school board provides the facilities and the secretarial services. Some women see the program as a non-threatening course area in which to go back to school. As mothers and homemakers, they feel they "know something" about children. It seems to them a good place to start.

The program consists of seven parts — three components, two of which break down into three subcomponents. It comprises 1) 14 extension workshops at the Froebel Training Centre; 30 local workshops at the Community School Office; and 15 on-site sessions at preschools; 2) General Equivalency Diploma (G.E.D.)/Life and Work Skills which consists of three separate components (G.E.D., life skills and work skills); and 3) How to Start Your Own Small Business which is taught by the Federal Development Bank in a weekend workshop toward the end of the project so that students may acquire relevant entrepreneurial skills.

The board also offers an Office Word Processing Education Program to provide women with a marketable skill. Any women from the area who has been out of the labour force for three or more years or has not worked more than 20 hours a week may apply; all are interviewed and about 24 are selected. There is no cost to students and it is totally funded by the Canada Employment and Immigration Commission's Re-entry Program for Women. The school board is responsible for the program's implementation and operation.

Training for Day Care Providers

The Commission scolaire Sainte-Croix's (Montreal) course on *Training for Day care Providers in the Home* helps and supports the women who work in a local agency that provides day care workers in a home setting. The program is innovative because it stresses a greater concern for quality relationships between a child care worker and children. The themes studied in the program are nutrition, languages, nursery rhymes, drama, listening, hygiene and first aid, marionettes/puppets, psychology and child development. Offered once a year, the program cost $2 for the three-hour course. It is offered in the facilities of the day care agency and funded by the school board which also provides an instructor. The administration of the course is done both by the school board and the day care agency.

Non-traditional Occupations

Several of our respondents indicated that they offer women a program in *Non-traditional Occupations*. These boards are the Commission scolaire de Chicoutimi, the Halifax District-Bedford County School Board, the Commission des écoles catholiques de Québec and the Commission des écoles catholiques de Montréal.

Such a program initiates women to non-traditional occupations classified as important by the Canada Employment and Immigration Commission, by the directors of adult training centres, and other bodies. The objective is to integrate women in occupations traditionally reserved for men and is aimed at women who have the desire and skill to work in these occupations, enabling women to escape from the low-paying "pink-collar ghetto". This program is innovative because it makes women aware of the demands and realities of non-traditional occupations, of the difficulties they may face in making a place for themselves in such occupations, and of the importance of making an enlightened occupation choice. The CEIC funds the program and students are not required to pay any fees.

The course, which is administered and operated by the board, is based on training in workshops so that women can truly experience occupations that may interest them. Generally, the program lasts 14 weeks and is divided into three components: in the first one, the women explore who they are, the world of work with an emphasis on non-traditional occupations and their individual capacity to make decisions and choices. The second component is an initiation to several occupations while the third section is an evaluation and assessment of the information presented.

From now till 2000, 50% of the workforce is expected to consist of women. It will be important that women are not concentrated in areas that are underpaid. The program helps women to discover hidden skills or aptitudes that they ignored in themselves and thus embark on a second career. Studies have showed that about one-third of the participants choose a non-traditional occupation.

Non-traditional Career Choices

A non-traditional career kit "Blue-Print Careers" was developed as a co-operative project of the North York Board of Education, the Scarborough Board of Education and the Toronto Board of Education. These kits are not specifically meant for women 18 years and over but are pertinent to all female students, even in the older age group. The kits raise awareness of the limitations of traditional career choices and of the advantage of widening career choices to include non-traditional areas; demonstrate the importance of math and science in careers; provide information on non-traditional careers and training; and include resources for introducing students to role models in non-traditional careers.

In Quebec, the Ministry of Education has organized an information campaign aimed at adolescent girls to expand their career choices and to let them know about the jobs and professions of the future. "To plug into the future, I'm choosing science and technology " - is the theme of the campaign. The Ministry is distributing to secondary schools a list containing teaching aids as well as promotional materials on organizing activities for encouraging non-traditional career choices.

Girls still do not often leave the beaten path and in spite of the growing number of women in certain professional courses like medicine, law and administration, many women are still ignoring science and technology. The Status of Women branch of the Quebec Ministry has prepared a professional development workshop for school personnel to make them aware of the situation and of the opportunities offered through vocational courses in non-traditional careers. A kit, which contains brochures, a directory of speakers, a list of videos, posters and stickers pertaining to the theme, will help guidance counsellors, teachers, and others to organize an information campaign in secondary schools.

BRANCHING OUT: INTEREST COURSES AND RESOURCES FOR WOMEN

Women have traditionally been the biggest participants in non-credit general interest courses offered by school boards. Courses in culinary arts, sewing, arts and crafts, exercise, sports, and dance, etc., have always been popular. However, today, a number of school boards are offering courses that go beyond teaching women an enjoyable skill; they help women reflect and deal with events and situations in their lives such as divorce, financial planning and starting a business, learning a non-traditional skill such as auto mechanics, and discussing health-related issues and concerns.

Surrey School District No. 36 (B.C.) offers a number of continuing education courses of special interest to women. These courses include *Financial Planning for Women, Effective Parenting* (with child care available), *Pre-Menstrual Syndrome, Single Again, Welfare Rights and Appeals* and *Unemployment Insurance. Support Group for Women in Abusive Relationships* is a course aimed at women who are shoved around, hit, verbally abused or threatened. They may often blame themselves, feel helpless, afraid, worthless, alone and without hope. In an understanding and confidential atmosphere, group members express concerns, explore options and help themselves and each other. Other courses are *Small Business Entrepreneurship, Career Exploration for Adults, Providing Family Day Care in Your Home, Assertiveness Training, Image Improvement for Women, Success - Getting What You Want From Life; Automotive Course for Women; Women in Business: How Do I Get Started? ; Personal Style and Individual Development Course for Women;* and *Women-Exploring Your Options,* which looks at confidence building, personal relationships, and stress management. Past participants have explored such topics as late pregnancy, employment versus full-time parenting, assertiveness and alcoholism.

Among the courses offered by the Toronto Board of Education is a *Career Development* course which helps adults interested in making career changes, who are considering re-entering the labour force or who wish to improve their opportunities for advancement in their career. Participants discover their individual interests, abilities and values in relation to effective career choices and gain a knowledge of corresponding occupations. An overview of career training programs and effective job searching techniques are discussed. They are given the opportunity to have their work-related interests and abilities assessed.

Co-divorce: Negotiation and Mediation offers domestic dispute negotiation and mediation skills. Co-divorce is the latest and most advanced method for planning relationship change. *Enjoying Your Child* helps parents with the complex job of understanding and dealing with their children. The course is in the form of discussion groups led by trained leaders. *Functional Living Skills* is a general course of study to assist mentally handicapped adults in their daily lives,

with remedial help in reading, writing, and math skills. Also included is a broad range of relevant and enjoyable topics such as banking, nutrition, comparison shopping, hygiene, music and art. *Managing Stress-Learn to Relax* explores new and positive ways of dealing with stress and increasing personal productivity. *Starting Over: When the Relationship Ends* is designed to help both men and women deal with the issues that confront and often trouble people after the break-up of a long- term relationship or marriage. Tips on how to deal with the practical issues of being single again are explored. Participants discuss the emotional, financial, legal and social aspects of separation.

The Commission scolaire de Chambly offers a five-day course entitled *Turning Point* designed for women who would like to go back to work or to school but are not sure which direction to take or how to go about it. This program helps women make a decision and plan a course of action. As well, the board offers a number of other courses of interest to women such as *Making Satisfying Decisions, Preparing a Résumé, Preparing for a Job Interview, Communicating and Being Assertive, Knowing Yourself,* and *Learning to Live Through a Separation.*

Investment

Investment for Women offered by the Halifax District-Bedford County School Board allows women to learn about all areas of investment and investment terminology, particularly as it affects them as women, mothers and wives. It helps them to feel more in control of their finances. Because some women felt intimidated in a class for men and women, they requested this class and attendance has been very good. Any woman can enrol in this five-week course. Subject matter covered consists of 1) Introduction to Investments; Economic Fundamentals; Stock Market Fundamentals; and Terminology; 2) Short- and Long-Term Debt Securities; Mutual Funds; Preferred Stock; Common Stock; Warrants, Rights & Options; 3) Income Tax; RRSPs; Tax Saving Tips; 4) Insurance; Real Estate; 5) Financial Planning ; and Estate Planning.

When the course was offered in September and October 1986, students requested a follow-up to the course in a workshop "hands-on" format which focused on an analysis of their own personal finances. This follow-up was offered in February 1987 at a cost of $20 for ten hours. The course was partly financed by course fees and partly by the board.

The joint Adult Education Services of the Lakeshore School Board and the Commission scolaire Baldwin-Cartier (Montreal), as well as the Vancouver School Board, offer *Self-Defense for Women.* It teaches women simple and effective self-defense techniques. This program provides basic information and techniques on how to protect oneself, how to avoid dangerous situations and how to safely deal with unavoidable threats. The advantages of the course are increased self-confidence, greater awareness and understanding of one's body, knowledge of self-defense principles and opportunity to discuss the psychology of violence.

The Vancouver School Board offers *Household Repairs for Women,* a course that provides adult women with some basic knowledge and skills for doing household repairs themselves to save money. They learn about safety tools, electricity, plumbing, small appliances, and the how-to's of various repairs. The board is entirely responsible for the course which is offered three times a year for $43 and is funded through student fees.

Auto Mechanics for Women alleviates the sense of vulnerability most women feel when they are faced with mechanical problems. It covers changing the oil, getting the car going when in trouble, and replacing burned out lights as well as discussing many practical other things. A student fee of $35 finances the program which is entirely the responsibility of the school board.

Women are increasingly exploring alternative income-producing possibilities that give them the flexibility they require as they raise a family. *Entrepreneurship for Women* aims to provide them with skills required to start and operate a small business. Offered three times a year in a secondary school, the program is funded through a $40 student fee.

How to Become a Prosperous Woman assists women who may be contemplating changes in their circumstances to set goals, recognize stumbling blocks and develop new coping strategies. It offers help to women who may be suffering from the "fear of success" and emphasizes positive image building. Participants learn the skills involved in goal-setting, explore attitudes and fears about prosperity and carry out exercises and discussions on the topic. The one- or two-day seminar is offered two or three times per year in a secondary school for a fee of $28 (one-day) and $48 (two-day). The workshop was developed as the facilitator struggled through her own addiction to poverty. The concepts are applicable to women from any walk of life.

The Commission scolaire régionale Louis-Fréchette (Lévis) offers a post-natal conditioning course aimed at new mothers to inform them on the physical changes that childbirth creates and exercises to get back in shape. The course lasts ten hours and cost $15. There is also a get in shape course for women that meets once a week and combines physical

activity with health related information. Admission to these courses is available to women 16 and over; registration fees vary with each course. All courses are financed by the board and the Quebec Ministry of Education.

The Commission scolaire Sainte-Croix (Montreal) offers a course, *The Menopause*, that provides medical information, preventive care, support and the sharing of experiences to women interested in the subject. It consists of five three-hour sessions which cover 1) anatomy, the endocrine and menstrual cycle; 2) menopause; 3) hormonal and other treatments; 4) osteroporosis and its treatment; and 5) breast self-examination; and concrete ways to better live this period of your life. The program is innovative because it does not ignore this important stage in a woman's life; it deals with it by informing and reassuring the participants. The board's adult education services fund the program and provide the human resources; it is administered by the school system or sometimes in conjunction with other organizations. The course is offered twice a year in school board facilities or in community agencies.

Resources

The Adult Education Services of the Commission scolaire régionale Louis-Fréchette (Lévis) has produced several information resources for the women in the community. A 97-page resource handbook offers valuable information, references and addresses to meet specific needs for women in many areas: education, women and the law, violence, work, health, recreation, women's groups and associations as well as public and government services. Also produced is a bibliography listing sources of information on feminist history, socialization, family; economics, work; health; violence and culture. A second volume contains an annex of articles and information along these same themes.

The board's activities and resources are innovative because they enable each women to become conscious of her situation and help her to take the necessary steps to improve the quality of her life. The board has conducted a survey in the community to find out women's needs for information and courses.

By offering a wide variety of activities, the board has the chance to reach as many women as possible from all walks of life and to raise their consciousness about their lives. Following such activities, many women have gained self-confidence, returned to school or to work.

Women's Studies Collection

The purpose of the North York Board of Education's Women's Studies Collection in the F. W. Minkler Library is to raise women's consciousness of current women's issues, provide resource materials for the classroom, provide information on the history of feminism in Canada and the world at large, and to provide information on health care including mental health. The collection was set up because there was an expressed need for it by staff members and the growing collection in the Women's Studies Department needed to be organized in order to be used more broadly. The collection provides a needed information service and has been placed in a central location in the Education Administration Centre. Patrons can browse through the collection and employees find it a useful resource for professional development or other courses they are taking. The library staff consult the collection for reference requests on many topics and books are circulated widely.

The collection is available to all employees but particularly women employees at the board. As well, women in the community are welcome to use it. The collection is heavily used for essay assignments related to women's issues. There is no cost to board employees and a small coverage cost is charged to outside patrons. The collection is financed equally by the Affirmative Action/ Status of Women Department and the F.W. Minkler Library. The school board is solely responsible for the operation and administration of this collection.

This endeavour is innovative because of the prominence given to the Women's Collection by the board and because of the co-operative nature of work between the library and the Women's Studies Department.

Resource Centre

The Women's Studies Resource Centre at the North York Board of Education is part of the professional library at the Educational Administration Centre and is for the use of all board staff. It contains professional development materials on issues pertinent to women and ongoing selected issue-specific bibliographies and information on

educational research studies on female students. The centre is financially supported jointly by the Equity in the Curriculum and Affirmative Action/ Status of Women offices.

The North York Career Centre

The North York Career Centre is a service sponsored by the Community Outreach in Education (CORE) Foundation and the North York Board of Education. It offers programs and services to meet the career planning needs of students in North York schools and individuals in the community. Services are free for students registered in North York schools and on a fee for service basis for self referrals or those from community and government agencies ($250 for a full assessment and $50 to $100 per day for group programs). The centre offers • counselling to help individuals develop career plans • interest inventories and aptitude tests • hands-on work samples (work stations that let participants try out a variety of occupations in such areas as plumbing, carpentry, drafting, sewing, mail sorting, etc.) • a career information library with print, audio-visual and computer resources and • individual or group programs tailored to specific needs. The purpose is to help clients in identifying vocational goals and in developing life/work plans. There are eight main programs and services offered : 1) full assesment, 2) partial assessment, 3) career information centre, 4) career exploration - work samples, 5) career exploration- career information centre, 6) special group programs, 7) orientation to the North York Career Centre, and 8) training and consultation for professionals.

The Career Information Centre is for independent research. This career information library contains a wide range of occupational information resources including over 200 video cassettes, a number of computer software programs and a section called "Women in the Workplace." The centre is open to visitors on a drop in basis Monday, Wednesday, Friday from 9:00 a.m. to 5:00 p.m. and Tuesday and Thursday from 9:00 a.m. to 8:00 p.m.

The centre also offers training and consultation for professionals. Counsellors are available for consultation and workshops are offered periodically to assist school staff in the development of their career plannning services on topics such as computer software, test interpretation, career course planning, developing a career information centre, etc. Training for board staff is also provided on topics such as career counselling, the future of work, CHOICES- a career exploration computer program, and setting up a career information centre.

The North York Career Centre is located at Drewry Centre, a board facility housing some alternative programs and counselling services that are ongoing from September through July.

The board and fees-for-service charged to clients finance this service; the Community Outreach in Education Foundation originally solicited funds from business and industry to purchase 12 work samples. The board is responsible for the operation and adminstration of the program with input from the advisory committee composed of representation from the North York Board of Education, Seneca College, York University, the University of Toronto, Jewish Vocational Services, Canada Employment and Immigration and CORE. The centre's staff consists of one supervisor, three counsellors, one evaluator, one full-time and one part-time secretary and a part-time library technician.

The North York Career Centre is a highly effective model for the delivery of career planning programs and services. It is the first centralized Career Centre for a school board in Ontario and one of the first in Canada. Studies indicate that real hands-on experience with non-traditional jobs is the most effective way of reducing attitudinal barriers to these jobs for women. A key to the success of the centre is the staff's expertise about labour market realities and trends.

LEA Place (Learning, Enjoy, Achieve)

LEA Place is a learning centre for women from the areas of Ship Harbour to Ecum Secum within the Halifax County-Bedford District School Board. It is a facility that is currently located in the former Sheet Harbour Primary School (which is no longer used as a school). In this area of the province there is no focal point where women's issues can be discussed or where programs can be developed. The centre was the result of the formation of the Eastern Shore Learning Opportunities for Women group and an application to the Secretary of State for funds so that a centre could be established.

LEA Place is for any women in the area and is open when needed day or night during 10 to 11 months of the year. A number of programs that address the real needs of the area are offered, i.e., legal aid, child abuse, and finance. In addition, a resource centre of materials has been established. Continuing education classes are also offered in the same building, which is being developed as a learning centre.

There is no charge for women who use the centre although a small fee is charged in some cases for certain programs. The centre is funded by the Secretary of State and the school board provides the space and services. LEA Place

has its own board of directors who operate the program.

The centre enables local women to meet and discuss issues that concern them such as poverty, unemployment, isolation, violence, sexuality, alcohol, drug abuse, illiteracy and the lack of alternatives. These issues affect all the people on the Eastern Shore but particularly the women who are isolated and who have few options for overcoming these problems.

CONCLUSION

The school board programs and services described in this report demonstrate that the social and economic issues that affect women are not being ignored by the education systems in Canada. A number of school districts play an vital role in helping women cope with their changing roles and expectations by offering them, through support services like day care, flexible hours, and independent study, the opportunity to continue their education while fulfilling their family responsibilities.

The funds allocated by the Ontario and Quebec governments have resulted in the development and implementation of school board Affirmative Action programs for women employees in those provinces. These programs ensure that formal Affirmative Action policies are developed and that concrete steps are taken to establish goals and timetables for training women for positions at all staff levels. Such programs also enhance personal development by providing opportunities for women employees to get together and share ideas and concerns. As well, they help both men and women to become aware of and combat stereotypes and biases based on gender.

As we have seen, school boards are offering programs and courses that fill a need for the women in their communities. Programs like "To Know Ourselves as Women," offered by the Commission des écoles catholiques de Montréal, are concerned with the growth and development of women and help them to integrate their family and professional roles. A number of boards offer assistance to women who are interested in making a new start by going back to school or getting a job. Through such programs, women grow to know themselves better, their potential and their needs.

Adult education has long been an integral part of school board offerings, but the scope of courses and services offered today is truly encouraging. Not only are courses such as basic literacy, remedial and re-entry courses, English or French as a second language, life skills and academic and employment upgrading offered, but services such as the itinerant support teams at the North York Board of Education are in place to help women overcome barriers to further education such as lack of day care, counselling, and transportation. New Canadians can benefit from a variety of programs — conversation and citizenship classes, English in the workplace, and life skills such as banking, driver training, applying for social services, etc.

For a large number of women with children, individualized programs of study that respond to their particular needs, flexibility in learning at home, or classes during the hours when children are in school, are essential if they are to continue their education. The special needs of teenage mothers have not been forgotten. The Ottawa Board of Education's Youville Centre, for example, aims to break the poverty cycle by teaching single mothers academic subjects, self-confidence as well as life and parenting skills. The Vancouver School Board's Tupper mini-school enables teenage mothers to complete their secondary school education while their babies are in day care on the school grounds. As well, parenting courses, parent and preschooler programs, and regular day care programs are offered to assist women.

Finally, many school boards offer programs that help women in making the transition from home to the workplace by teaching about various occupations and what skills and training are required for them. They can learn what occupation would suit them, how to prepare and present themselves to an employer and how to develop enough confidence and communication skills to enter the job market. Several boads offer a course on non-traditional occupations that enable women to escape from the low paying "pink-collar ghetto."

By offering these programs, school boards help women from all walks of life better cope with today's issues and stressful situations, further their education, return to the workplace or pursue courses to improve the quality of their lives. It is clear that these valuable programs fulfil a real need for women. However, the number of boards offering them is limited, and the majority are located in the larger cities. One hopes that more school boards in smaller cities and towns will, in the near future, take the first step toward offering these programs also.

LIST OF RESOURCE PERSONS

NEWFOUNDLAND

Green Bay Integrated School Board
G.L. Moss, Superintendent of Education, P.O. Box 550, Springdale, Newfoundland A0J 1T0
(709) 673-3855

NOVA SCOTIA

Dartmouth District School Board
A. Lorraine Bérard, Assistant Superintendent of Schools, 95 Victoria Road, Dartmouth, Nova Scotia
B3A 1V2 (902) 464-2011

Halifax County-Bedford District School Board
Gordon Michael, Supervisor, Continuing Education & Community Schools, P.O. Box 14, Roland Avenue,
R.R. #3, Armdale, Nova Scotia B3L 4J3 (902) 876-2377

Hants West District School Board
Gary E. Morehouse, Supervisor, Continuing Education, P.O. Box 309, Windsor, Nova Scotia B0N 2T0
(902) 798-4714

QUEBEC

Commission des écoles catholiques de Montréal
Gaston Gauthier, coordonnateur de la formation familiale, 3737 est, rue Sherbrooke, Montréal, Québec
H1X 3B3 (514) 598-6000

Commission des écoles catholiques de Québec
Louise Godin, chargée de dossier, 1460 Chemin Ste-Foy, Québec G1S 2N9 (418) 682-2000

Commission scolaire de Chicoutimi
Services d'éducation aux adultes, 36, rue Jacques-Cartier Est, Chicoutimi, Québec G7H 1W2
(418) 549-8210

Commission scolaire de l'Industrie
Charles Henri, Services d'éducation aux adultes, 333 rue Sir Mathias-Tellier, Joliette, Québec J6E 6E6
(514) 759-0971

Commission scolaire du Sault-Saint-Louis
Lorraine Leclaire, Psychologue, responsable du Comité Carrières et Attitudes, et Robert Goyer, Coordonnateur des Services de l'éducation aux adultes, 8700 boul. Champlain, Lasalle, Québec H8P 3H7 (514) 365-4600

Commission scolaire régionale de Chambly
Claude Desmarais, directeur des services de l'éducation des adultes, 25 Chemin de Chambly, Longueuil,
Québec J4N 3L2 (514) 670-3130

Commission scolaire régionale Louis Fréchette
Louise Carrier, répondante du dossier sur la condition féminine, 300, rue Champagnat ouest, Lévis, Québec
G6V 6P5 (418) 837-0241

Commission scolaire Sainte-Croix

Suzanne Provost, coordonnatrice à l'organisation des cours, Services de l'éducation des adultes, 1450, rue Filion, Saint-Laurent, Québec H4L 4E8 (514) 747-2481

Conseil scolaire de l'ile de Montréal

Constance Middleton-Hope, Assistant Director, 500, boul. Crémazie Est, Montreal, Québec H2P 1E7 (514) 384-1830

Les commissions scolaires Lakeshore & Baldwin-Cartier School Boards

Theresa Arbour, conseillère pédagogique, Éducation des Adultes/Adult Education, 503, boul. St-Jean, Pointe-Claire, Québec H9R 3J5 (514) 694-1470

ONTARIO

Carleton Board of Education

Karen Richter, Affirmative Action Co-ordinator, 133 Greenbank Road, Nepean, Ontario K2H 6L3 (613) 820-1820

Etobicoke Board of Education

Diane Salter, Community Education Assistant, Continuing Education, Civic Centre Court, Etobicoke, Ontario M9C 2B3 (416) 394-7000

Frontenac-Lennox and Addington County Roman Catholic Separate School Board

Valerie Engel, Affirmative Action Co-ordinator, Box 1058, 84 Stephen Street, Kingston, Ontario K7L 4Y5 (613) 544-4927

Halton Board of Education

D.G. Bak, Director of Continuing Education, P.O. Box 5005, 2050 Guelph Line, Burlington, Ontario L7R 3Z2 (416) 335-3663

Hamilton Board of Education

Linda Sproule-Jones, Affirmative Action Co-ordinator, 100 Main StreetWest, P.O. Box 558, Hamilton, Ontario L8N 3L1 (416) 527-5092 ext. 305

Kent County Board of Education

Anne Pegg, Employment Equity Resource Person, 476 McNaughton Avenue East, P.O. Box 1000 Chatham, Ontario N7M 5L7 (416) 354-3770

Metropolitan Separate School Board

Carole K. Clune, Affirmative Action Officer, 80 Sheppard Avenue E. , Willowdale, Ontario M2N 6E8 (416) 222-8282 ext. 2579

North York Board of Education

Shelagh Luka, Consultant, Affirmative Action/ Status of Women, 5050 Yonge Street, North York, Ontario M2N 5N8 (416) 225-4661 ext. 388

Northumberland and Newcastle Board of Education

Cheryl Brown, Affirmative Action Consultant, P.O. Box 470, Cobourg, Ontario K9A 4L2 (416) 372-6871

Ottawa Board of Education

Judith Anderson, Consultant, Affirmative Action Office, 330 Gilmour Street, Ottawa, Ontario K2P 0P9 (613) 239-2433

Sault Ste. Marie Board of Education
Connie Gillis, Employment Equity Officer, 644 Albert Street E., Sault Ste. Marie, Ontario P6A 2K7 (705) 949-7690

Scarborough Board of Education
Carol Smith, Leadership Development Officer & Women's Advisor, 140 Borough Drive, Scarborough Ontario M1P 4N6 (416) 296-7594

Simcoe County Board of Education
Dianne M. LaPalm, Affirmative Action Co-ordinator, 99 Ferris Lane, Barrie, Ontario L4M 2Y2 (705) 728-7570 ext. 249

The Board of Education for the City of York
Affirmative Action Officer, 2 Trethewey Drive, Toronto, Ontario M6M 4A8 (416) 653-2270

Timmins Board of Education
Hedy V. Baker-Graf, Co-ordinator of P.A.C.E., P.O. Box 1020, Timmins, Ontario P4N 7H7 (705) 264-6959

Toronto Board of Education
Audrey J. Howard, Co-ordinator, Continuing Education Department, 155 College Street, Toronto, Ontario M5T 1P6 (416) 598-4931

Waterloo County Separate School Board
P.L. Hicknell, Superintendent of Education/Secondary Schools, 91 Moore Avenue, Kitchener, Ontario N2G 4G2 (519) 578-3660

Windsor Roman Catholic School Board
Elaine Woloschuk, Affirmative Action Co-ordinator, 1485 Janette Avenue, Windsor, Ontario N8X 1Z2 (519) 253-2481

MANITOBA

River East School Division No. 9
Dr. P. Prystupa, Principal, Continuing Education, 589 Roch Street, Winnipeg, Manitoba R2K 2P7 (204) 667-7130

SASKATCHEWAN

Moose Jaw School Division No. 1
John D. Livingston, Deputy Director, 1075 Ninth Avenue N.W., Moose Jaw, Saskatchewan S6H 4J6 (306) 693-4631

Regina Public School Division No. 4
G.B. Henderson, Supervisor, Research and Communications, 1600-4th Avenue, Regina, Saskatchewan S4R 8C8 (306) 569-3610

Saskatoon Board of Education
Executive Assistant, 405 Third Avenue South, Saskatoon, Saskatchewan S7K 1M7 (306) 244-2211

Saskatoon Roman Catholic Separate School Division No. 20
Shannon Durhak, Teacher, Bishop Murray High School Post-Natal Program, c/o 420-22nd Street East, Saskatoon, Saskatchewan S7K 1X3 (306) 343-1383

ALBERTA

Calgary Board of Education

Carol Blyth, Director, Personal Development Programs, Division of Continuing Education, 515 MacLeod Trail S.E., Calgary, Alberta T2G 2L9 (403) 229-3327

BRITISH COLUMBIA

Coquitlam School District No. 43

H. B.(Berne) Pregler, Administrator, Continuing Education, 570 Poirier Street, Coquitlam, British Columbia V3J 6A7 (604) 936-4261

Howe Sound School District No. 48

V.M. Candy, Adult Education Co-ordinator, Box 250, Squamish, British Columbia V0N 3G0 (604) 892-5228

Surrey School District No. 36

B. Powell, District Supervising Principal, 14225-56th Avenue, Surrey, British Columbia V3W 1H9 (604) 596-7733

Vancouver School District No. 39

Ken Harvey, Head - Career & Community Education Services, 1595 West 10th Avenue, Vancouver, British Columbia V6J 1ZB (604) 731-1131